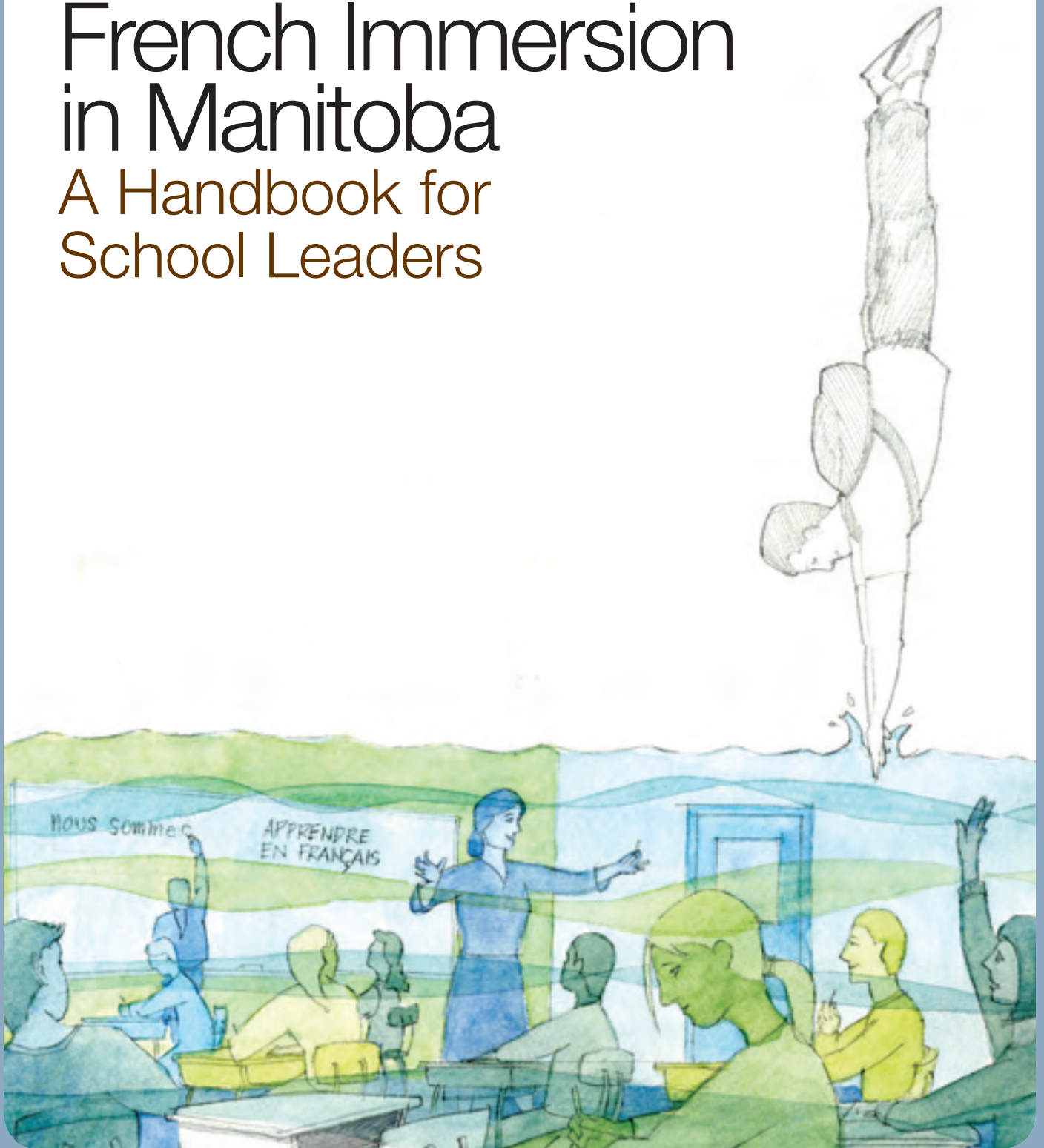


French Immersion in Manitoba

A Handbook for
School Leaders



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This resource is also available on the Manitoba Education, Citizenship and Youth Web site at http://www.edu.gov.mb.ca/k12/cur/fr_imm_pr.html

Note: In this document, the term “parents” refers to both parents and legal guardians involved in a child’s education.

INTRODUCTION

A Word from the Assistant Deputy Minister, Bureau de l'éducation française Division

Le Bureau de l'éducation française, a division of Manitoba Education, Citizenship and Youth (MECY) is pleased to present the document, French Immersion in Manitoba: A Handbook for School Leaders.

The French Immersion Program in Manitoba draws its strength from the constant dedication and involvement of all members of the educational community. The development of this document was a collaborative effort to provide leaders in French as a second language education in Manitoba with a theoretical basis as well as practical suggestions to support and to successfully administer the French Immersion Program.

MECY would also like to acknowledge the contribution of Alberta Education and thank them for the use of their document.

I encourage you to share this document within your school communities and hope this resource will become invaluable as you continue to provide a high quality French Immersion Program to Manitoba's children.

Jean-Vianney Auclair

USING THIS HANDBOOK

The handbook contains 12 chapters and 5 appendices that provide research, history, statistics, practical ideas, current articles, and essential information to assist in the successful delivery of the French Immersion Program in Manitoba.

This document is a guide intended for school leaders in French immersion settings that may be shared and reproduced as deemed necessary. An electronic version of this document is available at http://www.edu.gov.mb.ca/k12/cur/fr_imm_pr.html and all future updates and additions will be posted electronically.

Because of the ongoing changes that take place with regards to Web sites and contact information, it is possible that information provided may change. Note however that the information provided is accurate at time of print.

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1

FRENCH IMMERSION: PRINCIPLES AND PRACTICES



French immersion is a proven program to second language learning developed in Canada. It is one of the four official programs offered in Manitoba schools. The others are: the English Program, the Français Program, and the Senior Years Technology Education Program.

The Manitoba Context

French immersion first began in Canada in 1965 as a well-researched experiment in St. Lambert, Quebec. The success of the program and the supporting research quickly spread across Canada and the first French immersion school in Manitoba opened its doors at École Sacré Cœur in 1973. By 2004-2005, 300,628 children or 7.18% of total school enrolments in public schools were registered in French immersion programs in Canada (Canadian Parents for French, 2006). In Manitoba, the percentage for the same year was 9.3% or 17,429 students, with the French Immersion Program being offered in 97 schools across the province. The French Immersion Program has always received strong support in Manitoba.

The French Immersion Program has been officially recognized by Manitoba Education, Citizenship and Youth since 1995. The document *Curriculum Policy for the French Immersion Program* sets out the legal, didactic and administrative foundations upon which the planning and implementation of the French Immersion Program in Manitoba are based.

The Bureau de l'éducation française is the division of the Department of Education, Citizenship and Youth whose mandate is to develop, evaluate and administer policies and programs relating to French-language education in Manitoba. French immersion schools in Manitoba benefit from the services offered by the Bureau de l'éducation française Division (BEF).

Graduates of the French Immersion Program may choose to continue their postsecondary education in French. In this case, the Collège universitaire de Saint-Boniface offers postsecondary education to students who are interested in pursuing their education in French in Manitoba. Furthermore, the vibrant French community in Manitoba provides a wealth of opportunities for French immersion students to



use their French in authentic situations and to experience French culture at their own doorstep. French immersion programming in Manitoba flourishes in a rich and supportive context.

B

Program Goals

The goal of the French Immersion Program is to develop linguistic competency in the French language as well as mastery of the English language. Linguistic competency in French is defined as the ability to communicate for both personal and professional needs. In addition to encompassing learning outcomes related to competency in French, curricula for the French Immersion Program reflects the learning outcomes of curricula designed for the English Program.

The French Immersion Program aims to foster an awareness and an appreciation of the French peoples and their cultural diversity. Furthermore, it is hoped that graduates of a French immersion program will be better able to appreciate other languages, cultures and communities throughout Canada and around the world.

Beyond its cultural and linguistic dimensions, the French Immersion Program seeks to develop the skills necessary for future citizens to develop their individual potential and contribute to the economic, social, and cultural life in Manitoba as stated by Manitoba Education and Training, *Renewing Education: New Directions. A Foundation for Excellence* (1995).

C

Characteristics of the French Immersion Program in Manitoba

- The French Immersion Program is designed for students whose first language is not French and have little or no knowledge of French prior to entering the program.
- The French Immersion Program is a second language program in which French is the language of instruction for a significant part of the school day and several or all subjects, with the exception of English Language Arts, are taught in French. French is also used for meaningful communication within the school.
- The French Immersion Program has three entry points:
 1. early immersion begins in Kindergarten or Grade 1;
 2. middle immersion begins in Grade 4;
 3. late immersion begins in Grade 7.

The program, regardless of entry point, is intended to continue through Grade 12.

- All students follow curriculum documents developed by the Bureau de l'éducation française Division and are expected to achieve established standards.
- The students begin the program with little or no knowledge of French, and instructional strategies and materials are designed with this in mind.

- The program begins with intensive instruction in French by teachers fluent in the language.
- Instruction of subject material is not repeated in English.
- In order to best achieve the program goals, students are encouraged to remain in the program through the end of Grade 12.
- Parents play a strong role in promoting the French Immersion Program and supporting their child in achieving their child's goals.

The Web site http://www.edu.gov.mb.ca/k12/cur/fr_imm_pr.html links you to detailed information regarding the French Immersion Program.

Theoretical Underpinnings of French Immersion Programs in Canada



The social and political context of second language learning as well as the impact of first language competency and second language competency are important variables in discussing the success of French immersion programs in Canada. Explanations of the Theory of Additive-Subtractive Bilingualism (Lambert, 1975), the Threshold Hypothesis (Cummins, 1978), and the Developmental Interdependence Hypothesis (Cummins, 1978) are given in the context of French immersion programs in Canada.

Theory of Additive and Subtractive Bilingualism

The theory of additive and subtractive bilingualism (Lambert, 1964) traces its roots both to the reported failure of bilingual programs in the USA between 1920 and 1960, and to the reported success of French immersion programs in Canada in the sixties and the early seventies.

American results showed that bilingual children in the USA tended to perform less successfully in school, score lower on the verbal parts of IQ tests, and exhibit more emotional problems than their unilingual counterparts (see Darcy, 1953; Peal and Lambert, 1962 for reviews of these studies). This body of research supported the general perception that bilingual education was detrimental to a child's development. Conversely, the Canadian studies (Cummins, 1978; Genesee, 1987; Lambert and Tucker, 1972) reported that the French immersion students in Canada tended to perform at equal or superior levels than their unilingual counterparts. These studies suggested that bilingualism can enhance some aspects of academic or cognitive growth. These areas included superior performance of bilingual children in some aspects of English Language Arts (ELA) skills, enhanced ability of bilingual children to analyze linguistic meaning, and a positive association between both cognitive flexibility and creative thinking abilities for bilingual children.

Faced with this blatant contradiction in research results, some kind of explanation was in order. The conditions under which the earlier American studies were conducted were very different from the conditions under which the Canadian immersion studies were conducted. In the American studies, the participants were immigrant or minority-language-speaking students. They were placed in English schools where they were “submerged” in the English language. They received no instruction in their native language at school and were discouraged from speaking it both at home and in the classroom. Gradually, the children lost their cultural identity, and their native language was replaced with English.

As a result, although the children were gaining competency in the second language, they did so at a loss of their first language. This is an example of a subtractive bilingual situation; the child is in the process of **subtracting** his or her first language (L1), and replacing it with his or her second language (L2). This phenomenon affects not only language competency in both languages, L1 and L2, it often results in the loss of the learner’s cultural identity.

This is in direct contrast to studies of students in French immersion programs where majority English-language children were placed in a minority French-language setting. The two languages and the two cultures were valued both at home and at school, and their dominant language, English, was not threatened by the introduction of the second language, French.

As a result, the learner was in a situation from which he or she could benefit both cognitively and affectively. Lambert described this setting as one of “additive” bilingualism. Because the children spoke the language of the majority, English, they were in a position to benefit from an immersion in French and were in no danger of replacing L1 with L2. In fact, L2 was added to L1 and the students in the French immersion programs showed varying degrees of competence in L2 at no loss to L1.

To summarize then, an additive bilingual situation is one in which a second language is added to the repertoire of language ability at no loss to the first language and to the cultural identity of the learner. Conversely, a subtractive bilingual situation is one in which a second language becomes the more dominant of the two languages and eventually replaces the first language, and the learner’s cultural identity is jeopardized.

Threshold Hypothesis

In order to better understand how students can actually enhance cognitive and affective development in a bilingual situation, the threshold hypothesis (Cummins, 1978) deserves consideration. The threshold hypothesis posits that there may be a certain level of linguistic competency which a bilingual child must attain in order to benefit cognitively from the two languages. In other words, for a child to benefit from a second language, he or she must first have a minimum level of competency or “threshold” in both languages. Conversely, if a child does not have

a minimum competency in either language, the effects of a bilingual program may be negative.

The child in French immersion is an excellent example of the application of the positive repercussions of the threshold hypothesis. All things being equal, the French immersion child has already, before entering school, competency in his or her first language. This competency continues to develop as the child matures in his or her first language milieu. With the introduction and continued use of the second language at school, varying degrees of competency in French are attained. The degree to which French is mastered determines the effect bilingualism will have on the child. The greater the competency in L1 and L2, the greater are the benefits of the two languages on the cognitive development of the child. Obviously, if there is very little competency in L2, the effects of the second language are minimal. Efforts should be made to ensure maximum competency in L2 if children are to reap the benefits of bilingualism.

Developmental Interdependence Hypothesis

Whereas Cummins' threshold hypothesis posits that a certain competency in both L1 and L2 is necessary before the benefits of L2 can be reaped, Cummins' developmental interdependence hypothesis explains how the benefits of bilingualism are derived. He proposes that there is an interaction between the learner's mastery of the first language and the second language. The knowledge the learner has of his or her first language is transferred to and interacts with the knowledge he or she is acquiring in the second language.

For example, a learner who is read to as a child before entering school will understand the concept that meaning is embedded in the print and in the illustrations of the story. Upon entering a French immersion Kindergarten, the teacher will read to the child in French. Although the child may not understand all the vocabulary in the story, he or she approaches the learning situation with the knowledge that the purpose of reading is constructing meaning from text. This is an essential concept to master in the learning-to-read process. The child in this case makes a transfer from his understanding of literacy in L1 to his understanding of literacy L2 which results in L1 enhancing competency in L2.

Conversely, a student who learns, for example, how to critically read a Web site using his or her second language, will transfer this ability to his or her first language. In this case, the transfer is from L2 to L1 and L2 enhances competency in L1.

In summary, Cummins' developmental interdependence hypothesis posits that competency in L1 has a positive effect on acquisition of L2 and competency in L2 has a positive effect on acquisition in L1. The two languages interact and this phenomenon accounts for the fact that L1 development is not disadvantaged with instruction time dedicated to L2.



How French Immersion Works

The Role of the French Language

French immersion integrates language instruction and content area instruction. Students **learn** the French language, they **learn about** the French language and they **learn through** the French language.

- **Learning the language** enables students to read, speak, write and listen in French.
- Students **learn about the language** when they study French as a content unto itself.
- Students **learn through language** when they use French to solve problems, understand concepts and create knowledge.

These three notions are developed simultaneously and interactively. One cannot “learn the language” without dealing with some kind of content-area discipline. For example, when children are ‘learning-to-read’, they are also ‘reading-to-learn’; we cannot teach them story grammar without teaching them a story. One must not assume the children learn to read and then, subsequently, they read to learn. The two notions are inseparable. The same holds true of learning “about” language. We learn about language as we use it in authentic significant contexts. Teaching grammar or vocabulary in isolation of connected meaningful text is ineffective. The three notions are integrated and complement one another. As the complexity of the interplay among these three notions develops, so does the linguistic competency of the learner.

In French immersion, students are given the opportunity to use the French language in meaningful and authentic situations for a variety of purposes. In such instances, they will not only learn to use French to construct meaning, but also, they will learn about French as a content unto itself.

The notion of learning through language precludes that all content-area teachers are teachers of language. Learning through language involves being able to think and solve problems as an expert in a particular discipline would do. For example, it involves thinking like a historian and having the knowledge and vocabulary base a historian needs to solve problems. As the student learns the language of the discipline, he or she is using language to learn about the discipline. It is through language that students come to construct meaning in various content areas. Consequently, content area teachers must be teachers of language.

How Children Learn Their First Language

Children acquire their first language with ease and rapidity by being immersed in a language rich environment. The child’s cries, changes in intonation, initial sounds and then single words are all part of the process of learning to talk. Gradually,

single words become short phrases and then evolve into sentences. The motivation for children to learn language is a desire to socialise and to express their needs and interests. They engage in conversations with caregivers who support their attempts to communicate and encourage them to continue in their experimentation with language. Risk and approximations are natural occurrences in the process of language learning. As children get older, their language experiences become more diverse, and they learn to communicate in a variety of situations using a range of registers. By the time they enter Kindergarten, they are in control of the syntax of their language, that is, its grammatical structure. They are skillful users of pragmatics, that is the appropriate use of language in various contexts, and they are equipped with the semantics, or vocabulary, necessary to communicate.

In a socio-constructivist perspective, children learn language by actively interacting with their social, cultural and historical environment to make sense of the reality that surrounds them. The role of a more knowledgeable language user, say a parent, sibling, or peer, is essential to their language development. The knowledgeable language user works in the learner's zone of proximal development (Vygotsky, 1962) by helping the learner accomplish tasks which he or she would otherwise be unable to accomplish alone. The more knowledgeable language user provides a scaffold upon which the learner builds his or her knowledge about language. There is a constant negotiation of meaning between the participants. The role of interaction with the environment is key to a socio-constructivist perspective of language development.

Children learn language naturally and globally. Although they have specific properties unto themselves, reading, writing, viewing, representing, speaking and listening do not develop in a hierarchical order. For example, children do not learn to listen before they speak, they do not learn to read before they learn to write. The cries of a child and the changes in his or her intonation are the first signs of speaking and his or her alertness when a familiar voice is heard are the first signs of listening. The child learns from a very young age to read signs in his or her environment and as soon as the child is able, he or she will hold a pen and draw a message. These competencies are interrelated and complement one another, building upon each other in complex ways that enable the child to develop his or her language. As the child gains more experience, he or she becomes more proficient in exploiting these competencies. The kinds of experiences the child is able to draw on are essential to language development.

How Children Learn a Second Language

The majority of children who attend school in the French Immersion Program are Anglophone children who are learning French as a second language. As a result, most of the Canadian research on learning in French immersion is based on second language contexts with English being the first language and French being the second language. However, the number of children who speak a language other than English at home is increasing in Canada. These children may have English as a second

language. Consequently, when they enroll in French immersion, French becomes not a second language, but a third language (L3) or “additional language”. Research is starting to be published showing that learning a third language follows similar processes to learning a second language and benefits from similar learning conditions. Furthermore, research is showing that the advantages of learning a third language are analogous to those of learning a second language (Genesee & Cloud, 1998).

Young children learn their second language the same way they learned their first language; they interact with their environment to satisfy their communication needs. At first their utterances are simple words or short phrases and gradually they compose sentences. As with first language learners, second language learners take risks, make approximations, and negotiate meaning and this, in a secure environment. They learn language globally; the strands of listening, speaking, reading, and writing are integrated and are not processed in a sequential fashion. Their language competency becomes more sophisticated as they participate in a variety of language experiences.

Although the process of learning a second language mirrors that of the first language, there are some differences which make second language learning distinct. The greatest challenge facing second language learners is that their motivation, or need to communicate, is less urgent in L2. This is because they always have recourse to their first language when the need to communicate arises. This has huge implications for second language pedagogy. Learning situations must be presented which compel the learner to communicate in the second language. Authentic situations based on the needs and interests of the learner are most effective to motivate the learner to use his or her second language.

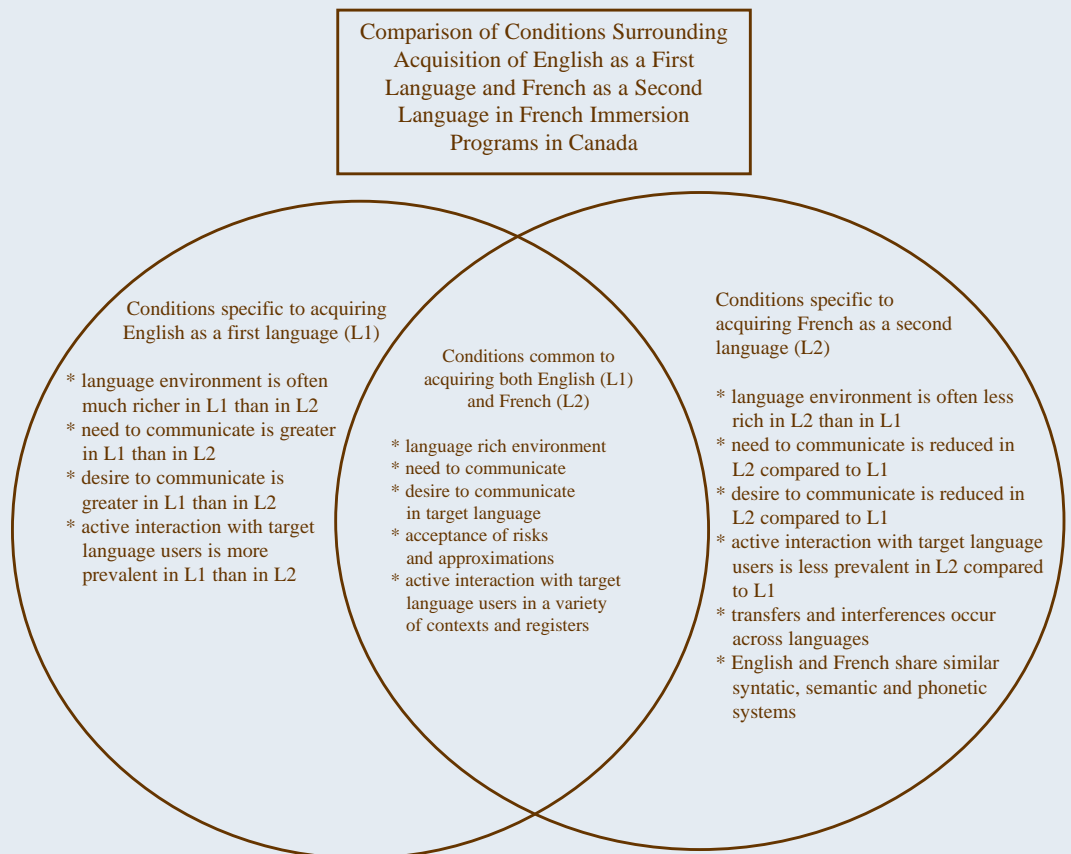
Another challenge facing second language learners are the interferences that the first language can have on the additional language. The learner tends to impose his or her knowledge of L1 on his or her knowledge of L2, which can result in errors or interferences from the first language. These interferences may be syntactic, phonetic or semantic. Immersion teachers realize these errors are a natural part of second language learning. They know how to identify them, which ones to correct, when to correct them, and how to correct them.

Although the knowledge of a first language can cause interferences in the acquisition of the second language, there are many transfers which take place. For example, higher order thinking skills are easily transferred from one language to another. In the case of French and English, the syntax of the two are closely related: the basic grammatical structure subject, verb and complement is common to both languages. The two languages share most of the same phonemes and there are many instances where the vocabulary of one language can be transferred to the other. For Anglophone students in the French Immersion Program, the negative effects caused by interferences are negligible compared to the positive effects created by the transfer of learning from one language to the other. Furthermore, the advantage of the phenomenon of interferences is that it permits the learner to reflect on the similarities and differences between L1 and L2, and in doing so, enhances mastery

of both languages. Second language teachers capitalise on transfers and interferences between L1 and L2 to help learners develop competency in both languages.

Second language learners do not benefit from the same rich linguistic environment offered to first language learners, nor do they benefit from the same amount of time in that rich environment. Both of these factors impact on the learners' opportunities to acquire his or her second language. Furthermore, the classroom environment restricts the learners' experiences to academic situations and the chance to use French in a social context is greatly reduced. Immersion pedagogy takes these circumstances into consideration and strives to provide a multitude of experiences and opportunities for learners to develop a variety of language registers.

In conclusion, children learn language by interacting with a rich language environment, be it their first language or their second language, to satisfy their communication needs and to make sense of the world that surrounds them. This is the basic notion behind socio-constructivist theory of language development. However, what is unique to French immersion is that children learning French as a second or third language come to the task with a certain language competency previously acquired. This presents not only advantages, but also, it presents certain challenges. French immersion pedagogy in the Canadian context, anchored in socio-constructivist theory, respects the particularities of the two official languages and draws on it to achieve its mandate of creating bilingual or multilingual global citizens.



Source: Ewart. (2006) unpublished.



Immersion Pedagogy

In many respects, immersion pedagogy is very similar to pedagogy of first language learners. Teachers in French immersion implement a pedagogy which is based on the **interests and needs of the learners**.

Allowing the learners to follow their interests is an important catalyst for motivation. Respecting their cognitive and affective needs ensures that they learn in a secure atmosphere that encourages risk-taking. Pedagogy is differentiated to respect not only the needs and interests of the learners, but also their learning styles and intelligences. Teachers and learners negotiate curriculum to ensure that curriculum outcomes are being met and students have a voice in meeting those outcomes.

French immersion teachers offer **a linguistically rich learning environment**. This is essential to second language pedagogy. A linguistically rich environment means that French immersion teachers are very conscious of the role of language across the curriculum. They understand the notions of learning the language, learning about the language and learning through the language. Language is integrated in all the disciplines, and it is the tool the learners use to construct knowledge and understand the world around them.

Because exposure to second language is restricted to the child's school experience, it becomes even more critical for second language learners to have the opportunity to experience a **variety of authentic learning situations** that might not otherwise be available to them. Furthermore, authentic learning situations permit the learners to make links between a school setting and real-life circumstances. This, in turn, increases motivation which poses a major challenge for second language learners.

As children learn their second language, they make approximations, errors, predictions and guesses. Immersion pedagogy recognises the role of approximations in language acquisition and accords **priority to the message over the form**. This is not to say that the form or "correctness" is ignored, but rather that first and foremost, what the child has to say has precedence over how he or she says it. A child learns language through use. If the learner is preoccupied with errors, he or she will not take risks. Risk-taking is vital to learning.

Learning, and particularly language learning, in a socio-constructivist framework, calls for the **active participation of the learners** in the construction of their literacies. Students and teachers negotiate the curriculum through inquiry. Questions, wonderings, and problem resolution are the central component for both learning and teaching. The teacher acts as the facilitator, scaffolding the learner through new territory and yet, at the same time, making space for the learner to interact in the learning experience. The learner must appropriate the new knowledge before it can be considered "learned."

And finally, immersion teachers are aware of the phenomenon of **transfers and interferences** between the first and second languages. They capitalise on the knowledge the learners bring to the table in their first language to teach the second language. Many transfers can occur from one language to the other. French immersion teachers are aware of the transfers and yet, do not assume they have taken place. They teach the transfers and interferences so the learners may benefit fully from the interaction between French and English.

School Culture Conducive to French Immersion



The success of a French immersion program is directly related to the culture of the school. There are certain conditions that apply to schools and learning in general and other conditions that apply specifically to the French Immersion Program. First and foremost, schools are based on the universal principles that all children can learn, and all children have a right to an education. There is a general acceptance of a constructivist view of learning, a commitment to building collaborative work environments for adults and children in schools, a commitment to inquiry as a central component of learning for teachers and children and a commitment to university/school collaboration in educating teachers and in improving student learning (Levine, 1996). These basic tenets are critical to effective schools.

There are other tenets that relate specifically to French immersion schools. French immersion schools are bound by mission statements that clearly explain the mandate of immersion programming, and this mandate is supported both at the provincial and the divisional levels. The administrators of the French Immersion Program are convinced of the success of immersion programming, and they hire staff who share their commitment. The teachers working in French immersion settings are competent: they have mastered the French language, have mastered the content areas they teach, and they use effective second language teaching strategies.

If we expect students to learn the French language, they must be immersed in that language. A rich linguistic environment is vital to language acquisition. French must be encouraged in all aspects of school life. It is also essential that students have opportunities to use their French outside the school walls. In Manitoba, we are particularly fortunate as we have a vibrant French community which offers many opportunities for students to contribute to the French culture. Participating in cultural exchanges is particularly powerful in motivating students to learn a second language.

Effective schools work collaboratively with parents. This poses a certain challenge for French immersion schools. On the one hand, it is imperative to guarantee a French environment in the school and on the other hand, it is essential that parents participate in the school life. Schools must be creative in finding a balance which respects both the linguistic component of French immersion and the role parents play in building a community school.



Research Findings

Literally hundreds of quantitative and qualitative studies have been carried out over more than 40 years of French immersion in Canada. These studies consistently illustrate the following results:

- Students achieve a high level of functional fluency in French by the end of Grade 12.
- After an initial lag lasting until a year or two after English Language Arts is introduced, early French immersion students perform as well as or better in English Language Arts than their English-program counterparts.
- No detrimental effects on students' English language skills have been found in studies of late immersion. In fact, some research tends to suggest that first language skills are enhanced by second language study.
- Immersion students do as well as their English-program counterparts in subject areas.
- There is a positive association between second language learning and cognitive and academic development.
- Immersion students experience no loss of cultural identity.
- Immersion students develop a positive attitude and understanding for other cultures.
- The more time learners spend immersed in their second language, French, the more competent they become in French.
- Brain research suggests that the ideal time to learn a second language is before puberty.
- Learning a third language is aided by mastery of the first language and transfers of learning can take place among the languages.



A Historical Overview of French Immersion in Canada

French immersion has been called a “phenomenon” and “the great Canadian experiment that worked.” It is a modern-day educational innovation that has become a Canadian success story and has gained Canadian researchers, educators and parent groups respect worldwide.

1960s – French immersion began in Canada in response to parental interest spurred by political, social and economic changes happening in Quebec and throughout Canada. In Quebec, as a result of the Quiet Revolution, French was fast becoming the principal language of work and communication throughout the province, leaving anglophone Quebecers concerned for their futures. In the rest of Canada, socio-economic horizons were broadening – opening new career opportunities and changing attitudes.

The best-known French immersion experiment began in Quebec in 1965. After a two-year struggle to convince their reluctant school board, a group of 12 parents calling themselves the St. Lambert Bilingual School Study Group received permission to start a French immersion Kindergarten program. Their biggest challenge had been to make school board officials understand that children could learn French through immersion without harm to their competence in English. To do so, they had sought the advice and help of linguistics specialists, psychologists and other experts, among them Dr. Wallace Lambert of the Psychology Department, McGill University and the well-known Montreal neurosurgeon, Dr. Wilder Penfield. The involvement and professional advice of these two scholars helped to shape the future of second language education in Canada.

Having won their opportunity, this foresighted group of St. Lambert parents then insisted that their fledgling program be carefully studied. By 1969, McGill University was releasing encouraging research results on the St. Lambert experiment.

In the same year, the report of the Royal Commission on Bilingualism and Biculturalism led to the passage of the first *Official Languages Act*. Anglophone parents throughout the country became increasingly concerned for their children's future. They knew from personal experience that the traditional approach to second language instruction in school systems was inadequate to prepare young people for careers and lifestyles that would require competence in a second language. They began to call for improved opportunities in publicly funded school systems for their children to learn Canada's other official language. Word of the St. Lambert results quickly spread, and soon parent committees across the country were demanding French immersion for their children.

1970s – Federal-provincial agreements are established to transfer money to the provinces and territories for first and second language education in the minority official language (English in Quebec and French elsewhere). The Official Languages in Education Program (OLEP) began in 1970.

By 1977, some 45,000 Canadian students were enrolled in French immersion programs and a national support group called Canadian Parents for French was formed. The *Association canadienne des professeurs d'immersion*/Canadian Association of Immersion Teachers (ACPI/CAIT) was also founded in this year.

1980s-1990s – French immersion enrolments increased by more than 650 percent during the 80s and 90s. By the 1998-1999 school year, more than 320,000 students were enrolled in French immersion programs being offered in large cities and small towns from Vancouver Island to Newfoundland/Labrador to the Territories.

2007 – Canada has become a world leader in second language teaching. Today, Canadian-style immersion programs can be found in countries around the world including Australia, Finland, Hong Kong, Singapore, Spain, and the United States.



The Evolution of French-Language Education in Manitoba

The historical overview of French immersion in Manitoba closely follows the evolution of Francophones' rights to schooling in French.

- In 1818, the future Bishop Provencher arrives in Manitoba and establishes the first French-language school in Manitoba. The Collège de Saint-Boniface originates from this school for boys.
- Between 1820 and 1870, a denominational school system controlled by the various religious groups is established. It consists of the Catholic system, which is essentially French, and the Protestant English system.
- In 1870, at the time of Manitoba's entry into the Canadian Confederation, the *Manitoba Act* establishes a denominational system that gives Catholics and Protestants management and control in the area of education. French is the language of instruction in almost all Catholic schools.
- In 1890, the denominational system is abolished and replaced by a system of public schools managed by a department of education. French is abolished as an official language by the provincial government of the day. These two laws threaten the teaching of French in Manitoba schools.
- Following the federal election in 1896, the provincial government of Manitoba and the federal government reach an agreement known as the Laurier-Greenway Compromise. The compromise allows for bilingual instruction where ten or more students speak French or a language other than English. A number of French, German, Ruthenian and other bilingual schools are established over the next twenty years. In 1915, one-sixth of Manitoba students attend bilingual schools.
- In 1916, the *Thornton Act* puts an end to bilingual schools and the Department of Education issues directives making English the only language of instruction in Manitoba's schools. French and German may be taught as foreign languages in Grades 10 - 12.
- Despite this legal prohibition, Franco-Manitobans continue to teach various subjects in French in their schools over the next fifty years. The Association d'éducation des canadiens français du Manitoba, established by Franco-Manitobans following the passing of the *Thornton Act*, coordinates these efforts.
- In 1947, the Department allows the teaching of French as of Grade 7.
- In 1955, French may be taught legally as of Grade 4.
- In 1963, the Department allows the teaching of French as of Grade 1.
- In 1967, Manitoba's government passes a bill allowing French instruction for up to 50% of the day. The bill specifies the subjects that may be taught in French.
- In 1970, the Manitoba government passes Bill 113, which amends section 258 of the Manitoba *Public Schools Act*. The new legislation acknowledges English and French as the official languages of instruction in Manitoba schools.

- From a practical standpoint, this law provides that:
 - French-language instruction is allowed for up to 100 % of the day from Kindergarten to Grade 3;
 - French-language instruction is allowed for up to 75 % of the day from Grades 4 - 12;
 - English must be taught as of Grade 4.
- In 1974, the government establishes the Bureau de l'éducation française Division (BEF), which is responsible on behalf of the Department of Education for all French-language programming in Manitoba.
- That same year, the Institut pédagogique du Collège de Saint-Boniface is established for the purpose of training teachers to provide French-language instruction in Manitoba schools.
- In the late sixties and early seventies, the French Immersion Program is established in the Winnipeg, Saint-Boniface and Brandon school divisions.
- As of the early seventies, the federal government supports the province by providing grants to help develop and maintain schools that provide instruction in the language of the official minority.
- In 1976, the BEF hires a curriculum consultant responsible for French immersion programming and development in Manitoba. The following year, a second curriculum consultant is hired in this sector.
- In 1995, the Department recognizes the French Immersion Program as one of the four official programs in Manitoba.
- The French Immersion Program is an unexpected success in Manitoba. The first data for 1974 indicate that 652 students are enrolled in the program. The program reaches its peak in 1991 with a total of 19,751 students enrolled.
- Enrolment subsequently declines slightly. As of September 30, 2006, enrolment is 17,871. The program is offered at 97 schools, in 21 school divisions. (See Chapter 7.)



Frequently Asked Questions

While the success of French immersion has been well documented by research and has existed for 40 years, parents still have many questions about the value and the validity of the program. The document developed by Dr. André Obadia, Professor at Simon Fraser University (Faculty of Education) in British Columbia and published by Canadian Parents for French addresses many of these concerns. The content of the following document published in 1996 is still relevant today.

**An excerpt from French immersion in Canada -
Frequently asked questions
Canadian Parents for French, 1996**

Introduction:

Canada's French immersion programs have attracted positive attention from many countries around the globe. For the last decade some countries, particularly in Europe and the United States, have been offering immersion programs often patterned on the Canadian model.

This report provides answers to some of the questions most frequently asked by parents of French immersion students (actual and prospective). This report, we hope, will also give parents a quick overview of a Canadian educational success story. The answers are based on the results of three decades of research about one of the most thoroughly studied educational programs in Canada.

It is rewarding to see that our education system has succeeded, for the first time in the history of second-language teaching in Canada, in giving English-speaking and other students for whom French is a third or fourth language the ability to communicate naturally in French using a wide range of vocabulary.

This high level of French proficiency is developed at no cost to students' English proficiency or to achievement in other academic subjects such as science or mathematics.

1

Is French immersion for all children?

French immersion has sometimes been criticized as an elitist program, because, among other reasons, children enrolled in this program tended to come from families with high incomes and the educational level of parents tended to be above average. This criticism may have been valid when the French immersion program began. However, with hundreds of thousands of students in the program, if this was ever true it is not the case today.

Studies have shown that there is no reason why immersion programs should not be suitable for any child. Of course, children with above average academic abilities generally have an advantage in most forms of learning, particularly, in the case of immersion programs, in the development of reading and writing skills. High academic ability, however, is not related to performance in French speaking skills.

By the same token, children with learning difficulties will experience some problems in trying to cope with the French immersion curriculum — the same problems they would encounter in the English-stream program. Learning assistance should be provided to them, whether they are in immersion or in the regular English program. These children (except in rare instances) should not be denied the satisfaction and pride that come from becoming bilingual.

2

How good will my child's French be?

The level of French will vary from one child to another in the same way as performance in mathematics, for example, will vary from child to child. Some students speak French making many mistakes while others might be taken for mother-tongue French speakers.

The language skills of French immersion students are consistently superior to those of core French students (who study French for 20 to 50 minutes per day). In general, immersion students' French oral and reading comprehension skills (receptive skills) will be almost on a par with those of native French speakers. Speaking and writing in the second language (productive skills) may not be as advanced as their comprehension (receptive) skills.

We must remind ourselves that French for these children is, after all, their second language and that English is the predominant language in their environment.

To dwell too much and too critically on the quality of the French spoken by immersion students is often a red herring because it ignores the fact that immersion students not only communicate effectively in French but also learn the skills of communication: selecting the right words with the right nuances, adapting communicative strategies to get the message across, cracking the right joke without making a cultural or linguistic gaffe, and establishing a positive environment by creating a friendly atmosphere with the native speaker.

It will take years of immersion schooling before your child will reach such a level of achievement and comfort in a second language.

As an example, imagine yourself being able to understand Chinese spoken by a native speaker at a normal speed and that you are able to communicate, in a normal way, albeit while making some mistakes, with that person. Wouldn't that be wonderful?

French immersion teachers and parents should constantly seek out opportunities for the children to use their French with mother-tongue French speakers. The new technologies (Internet, videoconferencing, multimedia materials, etc.) will help students to establish links with Francophone communities around the world. These opportunities for interaction should help students to improve their sociolinguistic skills.

3

Is my child going to lose out in English or in subjects taught in French?

Research has shown that throughout Canada French immersion students perform at least as well in many aspects of English-language achievement as those who are enrolled in regular programs. Understandably, in the first two or three years (primary grades) of French immersion your child may show some lag in certain areas of English-language skills such as spelling, capitalization, etc. These lags

are, however, temporary and usually disappear when English language arts are introduced.

It is not uncommon to see immersion students reading English fluently even though no formal classroom English instruction has yet been introduced. This is due to the phenomenon of transfer of reading skills from French to English. Having the same

alphabet makes this process of transfer much easier. Various studies have shown that immersion students perform as well as English-stream students in all school subjects such as math, science, etc.

4

How can I help at home?

You can start by establishing a good rapport with your child's immersion teacher in a spirit of collaboration and support. Through regular communication with the teacher you should become familiar with the curriculum and be able to help your child as effectively as possible.

At home, your child should be free to read for pleasure in French or in English and be encouraged to talk about his/her experiences at school. Showing interest in what your child is doing at school and providing encouragement and support is of the utmost importance. For example, you can help by sitting

by your child and encouraging him/her to complete his/her work or study his/her lessons. This will help your child in the short and long run. It is particularly easy to work with your child in math, social studies, science or art because they can be done in English at home. Eventually, and as soon as possible, your child will become an independent learner.

Other examples: when there is a "dictée" (spelling exercise) to practice, and if your pronunciation is reasonably good, you may ask the child to say the words to you first and then repeat the words so your child can spell them.

It is often an amusing exercise when your child tries to teach you how to pronounce French words. You can transcribe words phonetically to remember how to pronounce them. You may also wish to ask the immersion teacher to record one or more "dictées" to practice at home or your child can make the recording and you can play back the tape. Your child can work using the teacher's voice.

For more information about how you can help, please see the list of selected CPF resources at the end of this report.

5

Should a child ever be transferred out of French immersion?

Except in unusual circumstances, transferring a child out of immersion is generally not advisable. Performing below grade level or grade average, for example, is not a valid reason for transferring your child. In all likelihood the child would not be performing much better if he or she were in an English-stream program.

Transferring a child out of French immersion should be a decision that is made first of all by parents, usually in consultation with the

immersion teacher and the school staff. Especially at the elementary level, guidance may be provided by a school-based team generally made up of the French immersion teacher, the English teacher, the counselor and the learning assistance teacher.

Please remember that in the English stream, where there is no alternative, the child with learning difficulties must stay in his/her program. The existence of this option of transferring

the child out of immersion sometimes encourages a parent to transfer the child too hastily. Apart from some extreme cases, children with learning difficulties should not be denied the right and privilege of becoming bilingual and also should be able to draw satisfaction and pride from understanding and speaking two world languages.

6

Is there learning assistance in French immersion?

The level of learning assistance, whether in English-stream or French immersion programs, varies from school district/board to school district/board and sometimes from school to school.

Depending on the available resources, children who are in need of learning assistance in French immersion should normally receive the same level of help as that available in the English stream.

Teachers should work in cooperation with the learning assistance teacher to provide help based as much as possible on a child's particular learning style. Parents are encouraged to participate in the process if it will help the child.

7

Should I register my child in Early immersion or Late immersion?

It is estimated that about 80% of all French immersion students are enrolled in early immersion programs. The popularity of this program can be explained by many factors.

1. Studies have shown that it is easier and more "natural" for a child to learn another language at a very early age. In Finland, for example, a Swedish immersion program is offered to children at the age of three.
2. Early French immersion teachers are very conscious of the fact that at first children do not

understand the language. The teachers provide clear explanations using various communications strategies and by making experiential activities meaningful.

3. Research has shown the positive results of language immersion programs in Canada and other countries.

While it is "natural" for children to learn French in very early immersion programs (kindergarten), it requires motivation to work much harder when immersion starts in later

grades (grade 6 or 7). Students in these grades will want their opinion to count in the decision to enter the French immersion program and the decision will be dependant on their attitude to, ability in and perception of French.

Results of Late immersion programs (with some differences in favour of Early immersion) have been positive.

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2

CONDITIONS FOR SUCCESS



During more than 40 years of French immersion in Canada, hundreds of research studies have been conducted and some 2000 school jurisdictions have gained experience with the program. The results of this extensive research and experience provide today's central office and school level administrators with the knowledge and understanding to plan and provide high-quality French Immersion Programs.

This chapter summarizes what has been learned and presents conditions and practices for success.

French Immersion Models Found in Manitoba

Commensurate with the rest of Canada, several variations of the program exist in Manitoba offering different entry points and instructional time in French. In Manitoba, the French Immersion Program has three entry points: early, middle and late immersion.

Early French Immersion

- Begins in Kindergarten or Grade 1 and is intended to continue through Grade 12.
- Early immersion is the most common delivery model in Manitoba and across Canada. Early immersion is based on research that young children learn languages more easily than older learners.
- Early immersion provides the most diverse range of students with the greatest access and the greatest length of exposure to French. There are generally no entry requirements for early immersion and it is parents who make the decision to enroll their children, for a variety of reasons.
- Research and experience have clearly demonstrated that student proficiency in French is strongly correlated to the amount of time spent learning and using the language (see Chapter 1, and Halsall (1999), *French Immersion: The Success Story Told by Research*).
- Recognizing that many local factors determine the time allocated to instruction in the French language, the following percentages of time are required to support the goals of the French Immersion Program:

Kindergarten	100% of the time
Grades 1-6	75-80% of the time
Grades 7-12	50-80% of the time



Second language development is thought to occur readily in young children because:

- Young children are more tolerant of ambiguity and do not feel as socially awkward when they find themselves in situations they do not understand.
- Young children have fewer prejudices to interfere with second language acquisition.

Middle or Late French Immersion

- Middle immersion begins in Grade 4 and late immersion begins in Grade 7. Both entry points are intended to continue through Grade 12.
- In the 2006-2007 school year, middle immersion was offered in one school and late immersion was offered in two school divisions/districts in Manitoba.
- By its nature, middle and late immersion attract a smaller student population. Enrolment in a middle or late immersion program is usually a decision made by the student, with parental support. Some of the attributes middle or late immersion students usually possess are:
 - a predisposition for language learning, including strong English skills or knowledge of another language;
 - a strong interest to learn French;
 - maturity;
 - strong study skills and work habits;
 - a willingness to take risks and enjoy a challenge;
 - a tolerance for change and ambiguity; and
 - a good sense of humour.
- While not essential, two or three years of Basic French courses prior to entering late immersion are considered advantageous for the late immersion student.
- For optimum language development, students are exposed to a period of very intense language training in the first few months.
- Middle and late immersion students move very quickly to acquire the French skills needed to learn subject matter and often, they can be integrated with other immersion groups within a few years. Competency in French is developed not only during the French Language Arts period but also in mathematics, social studies, science, and so on. Most students become increasingly comfortable with their new language and begin to use it with greater confidence by the end of their first year in a middle or late immersion program.
- In the months and years to follow, recommended instructional time in French is the same for middle or late immersion as for the early immersion program at the same grade levels.
- Graduation requirements for middle or late French immersion students are the same as early immersion students.



Types of Schools

The success of a French Immersion Program requires a school environment that values the learning of French and incorporates the use of French as a living language. This can happen effectively in any of the three school models described below through the collaboration of all school personnel. As well, policies and practices should reflect an understanding of and commitment to the needs of the program or

programs offered in the school. (See Chapter 5.) The document *Curriculum Policy for the French Immersion Program* outlines the following three:

Immersion School

- All the students who attend a French immersion school are enrolled in the French Immersion Program where a French environment is fostered.
- This environment results from the use of French as the language of administration and internal communication, as well as the language of communication between teachers and students.
- The entire staff is fluent in French, thus assuring that all support services are offered in French.
- The immersion school provides students with the opportunity to live in French within the context of the entire school, a factor that favours a high degree of proficiency in French.

Immersion Centre

- Students who attend a French immersion centre are enrolled in a French program but they share the building with students who attend an English Program.
- Such a centre has its own administration and facilities and is, for all intents and purposes, an autonomous school operating under the same roof as another school.
- Conditions similar to those in an immersion school are maintained. French is used in administration and internal communication as well as between teachers and students.
- The entire staff is fluent in French and English in order to ensure that all services are available in French.
- The immersion centre favours the creation of a French environment that makes it possible to attain a high degree of proficiency in French.

Dual Track School

- The dual track school houses an English Program and a French Immersion Program headed by a single administration.
- Some members of the administrative and support staff, as well as the teaching assistants and specialists for the French Immersion Program, are fluent in French and English and ensure that services are administered in French.
- Creating a French environment in a dual track setting is a challenge and requires active support and fostering of the use of French inside and outside the classroom.

In September 2006, provincial data indicated that 52.66% of French immersion students were enrolled in an immersion school or immersion centre, which represents 38.14% of the total number of French immersion school facilities in Manitoba. Provincial data also showed that 47.34% of French immersion students were enrolled in a dual track school, which accounts for 61.86% of French immersion school facilities in Manitoba.



Programming

A successful French Immersion Program reflects current research and the best practices in both the fields of education and French immersion, from its entry point through Grade 12, including:

- ongoing development of all French language skills – listening, speaking, reading, writing, viewing and representing – throughout all grade levels;
- development of French language skills across all subject areas;
- written expectations for the development of French language skills at each grade level;
- lists of multi-media resources appropriate to the age, interests and language skills of students;
- the availability of authentic French linguistic and cultural experiences;
- a wide range of courses offered in French, both compulsory and optional;
- continuous assessment and evaluation of student achievement and progress; and
- continuous monitoring and evaluation of the program.

A Foundation for Excellence is the base for all Kindergarten to Grade 12 curriculum documents in Manitoba. In all common subject areas Learning Outcomes are the same in the French Immersion Program and the English Program.

Teachers follow curriculum documents developed by the Bureau de l'éducation française Division (BEF). Within the various subject areas, the following types of curriculum documents are being developed and updated, as required:

- Curriculum Framework of Outcomes documents
- A Foundation for Implementation documents
- Support documents and Supplements to Foundation for Implementation documents

For more information on these types of curriculum documents, please consult the Department's Web site: <http://www.edu.gov.mb.ca/k12/cur/types.html> and see Chapter 3, Section B.

Although the majority of curricula are published in print form, Manitoba Education, Citizenship and Youth is moving increasingly toward electronic publication of documents.

Leadership

A successful French Immersion Program requires national, provincial and local school leaders who:

- value French language learning as an integral part of a global education;
- believe in French immersion as an effective means of learning French;
- acquire the knowledge and skills necessary to offer, support and maintain a high-quality program; and
- advocate for the program, its accessibility and sustainability.



Teaching

Teaching in the French Immersion Program requires attention to the initial and continuous development of the students' ability to communicate fluently in French, and to the development of the students' understanding and appreciation of the culture, common attitudes, and values of French-speaking communities in Manitoba, Canada and around the world. Teachers follow curriculum documents developed by the BEF.

Teaching strategies in all grades should be based on the latest immersion pedagogy, including:

- activities that are meaningful and contextualized;
- the development of all language skills: listening, speaking, reading, writing, viewing and representing;
- the integration of language and content, where all teachers share the responsibility for the students' overall French language development;
- the integration of culture in content;
- opportunities for and the encouragement of spontaneous and frequent use of the language by students through student-teacher and student-student interaction;
- the use of multi-media resources;
- opportunities for interaction with French speakers both inside and outside the classroom; and
- continual assessment and evaluation of the students' language development and continuous adaptation to ensure appropriate language development.

As well as being qualified to teach at the appropriate grade level(s) and subject area(s), French immersion teachers must have:

- fluency in both oral and written French;
- a good understanding of immersion methodology (pre-service and/or in-service);



A 2006 survey of 1305 French Second Language (FSL) teachers (328 from French Immersion) conducted by the Canadian Association of Second Language Teachers (CASLT), the Canadian Teachers' Federation (CTF), and the Canadian Association of Immersion Teachers (CAIT) funded by the Department of Canadian Heritage, identified the following areas of need for French immersion teachers professional development (PD), in order of priority:

- local workshops, such as school or board organized, subject-specific PD days (22.2%);
- provincial or national conferences, such as Ministry organized, subject-specific, PD days or provincial language association conferences (16.8%);

continued on next page

- an understanding of French culture and its relationship to language; and
- the ability to communicate in English.



Professional Development

Administrators and teachers must remain abreast of research, issues and innovations related to their respective roles and responsibilities for the French Immersion Program.

School superintendents and school administrators require:

- an understanding of language learning and the nature and goals of the French Immersion Program;
- an understanding and appreciation of immersion methodology;
- knowledge and insights regarding administrative issues specific to the French Immersion Program;
- access to current research and developments in immersion methodology; and
- opportunities to network and engage in problem-solving with their colleagues, both within and outside the school division/district, with respect to French immersion issues.

French immersion teachers require:

- opportunities to meet, network, plan activities and engage in professional dialogue with colleagues, both within and outside their programs, schools and divisions/districts;
- opportunities to attend workshops and conferences in French on immersion-related topics (see Chapter 5);
- access to current research and developments in teaching practices; and
- opportunities to maintain and improve their French language skills and cultural awareness.

- discussion and/or collaboration with colleagues (16.4%);
- reading articles concerning the teaching of FSL (12.1%);
- upgrading French language skills (11.9%);
- PD via electronic media (11.6%);
- university courses in FSL methodology (8.1%); and
- none of the above (0.7%).

CASLT/ACPLS CTF/FCE
CAIT/ACPI, 2006, 25-29.



Resources

Planning and budgeting at all levels must provide for:

- adequate, authentic and age-appropriate French resources from the entry grade through Grade 12 that support the learning outcomes of the different courses as well as general classroom instruction and activities;
- the establishment of high-quality French language multi-media library collections; and
- authentic French language experiences such as visiting artists, guest speakers, group performances, field trips, and student exchanges.

Support Services



The success of the French Immersion Program requires that school divisions/districts and schools provide adequate support services from the program entry grade through Grade 12, including:

- central office staff who provide direction and support to school-based administrators and teachers;
- a pool of French-speaking substitute teachers qualified to teach immersion;
- French-speaking teacher assistants;
- access to appropriate diagnostic services for French immersion students experiencing learning difficulties;
- access to appropriate resource support and learning assistance for French immersion students; and
- guidance counselors and resource teachers able to meet the needs of French immersion students.

English Instruction in an Early French Immersion Program



As well as gaining functional fluency in French, immersion students must acquire English language skills equivalent to those of their English Program peers. This is one of the biggest concerns of many immersion parents and parents considering immersion for their young children. There would be little value in children learning a second language, if their first language skills were to suffer.

An examination of the research and an understanding of the typical immersion student's milieu indicate no cause for concern.

- Quantitative and qualitative research findings into the English skills of immersion students are clear and consistent. After an initial lag lasting until a year or two after English language arts is introduced, early French immersion students perform as well in English as their English Program counterparts. There is further evidence that from late elementary on, early immersion students may out-perform their English Program counterparts in some English skills. (e.g. the figurative and metaphoric use of language).
- Many immersion students arrive at school having learned English at home as their first language. The introduction of French programming has no negative effects on their English language competency. On the contrary, learning a second language can enhance first language abilities:

The effect of learning a second language (e.g. French) on first language skills has been virtually positive in all studies. Although most studies on the effect of second language learning on first language literacy have been done in the area

of French immersion education, one can also apply the findings to Core French [Basic French] and intensive French programmes.

The loss of instructional time in English in favour of the second language has never been shown to have negative effects on the achievement of the first language [...] One can confidently assume that cognitive abilities acquired in the learning of one language can be put to use in the acquisition and proficiency of the other language. In many studies first language skills were shown to be enhanced, even if instruction time in L1 was reduced in favour of L2 instruction. (Bournot-Trites and Tallowitz, 2002, p. 3)

“We also know from extensive research that late immersion students do not experience any lags in or detriment to English skills at any point in the late immersion program.” (Halsall, 1998, p. 2)

While the early immersion model is based on an initial intense exposure to French, researchers have not yet provided a definitive answer on the optimum time to introduce English.

Over the past three decades, several variations on the early French immersion model have been tried, from the “bilingual” or “partial immersion” approach, in which as much as half the time is spent in English and half in French, to “total immersion,” in which all of the time for the first few years is spent in French.

Today, early immersion is the most common approach used across the country and in Manitoba because of student success in attaining high levels of French achievement.

In the 1996 document *Introducing English Language Arts in the Early French Immersion Program*, Halsall and O’Reilly conclude that more studies are needed with respect to the sequencing of reading in French immersion programs. According to the authors, decisions with respect to the introduction of English Language Arts must be balanced with the importance of creating a linguistically rich environment in French.

They go on to advise:

Importantly, in the decision-making process, the creation of the immersion environment cannot be overlooked for its contribution to motivating young students to communicate in French, which is the primary goal of the FI program. Therefore, the number of hours of instruction in French and the amount of English impinging on the program need to be weighed carefully. (p. 13).

Ewart and Straw (2001) conclude that there is no simple answer to the question of the language of initial literacy instruction just as there is no simple test to compare the language competency of children exposed to English in Grade 1 compared to those not exposed to English in Grade 1. The teacher’s definition of language acquisition and his or her teaching strategies are crucial factors which contribute to the complexity of the issue. Not only is the teacher seen as a key player in the sequencing of reading and writing, Ewart and Straw also point to research that underlines the role of reading and writing in the development of oracy. Oracy need not be taught to the exclusion of print-based competency and in fact, instruction in print-based competency can enhance oral competency.

French immersion Kindergarten in Manitoba is described as “total” or “100%” French. The teacher speaks only French, unless there is an emergency or a significant need for emotional support. Throughout the students Kindergarten in French immersion, development of oral skills are enhanced through their exposure to written texts and group writing activities. The emphasis on the development of oral language in French continues throughout the early years with the addition of new outcomes related to all aspects of language learning. Children become independent readers at different times. The language of instruction and the pedagogical practices of the teacher are both factors which impact on the development of their print literacy. Generally in Manitoba, English Language Arts is introduced in Grade 1. The common practice in French immersion across Canada is for English Language Arts to be introduced in later grades.

Who Teaches the English Portion of Time?

In his book *Learning Through Two Languages*, Fred Genesee (1987) considers “the use of monolingual language models” to be a distinctive and recommended feature of the early immersion programs in Canada. By this he means the French teacher speaks only French with the students, leaving instruction in English Language Arts and other subjects taught in English to English-speaking teachers. This is important, he advises, to encourage the use of French among immersion students, whose tendency would otherwise be to use English. A disadvantage to this model is that the English itinerant teacher does not have the same opportunities as the classroom teacher to integrate the curriculum.

Regardless of the model chosen, that is, either the classroom teacher teaching English Language Arts or an itinerant teacher teaching English Language Arts, it is essential that the teacher be an effective model in the language of instruction. If the classroom teacher assumes the responsibility of teaching English Language Arts, he or she must be vigilant to limit the use of English to the classroom time allotted to English Language Arts. Effective language modelling by teachers with fluency in the language of instruction (be it the French or English portion of classroom time) is an important aspect of the immersion approach, given the emphasis on second language learning and the importance of full development of English language skills.

Teachers who instruct immersion students in English Language Arts and other subjects in English require:

- a command of both spoken and written English;
- an understanding of the language learning process, including how students make transfers between languages and what aspects of one language may interfere with or support the acquisition of the other; and
- an understanding of how to maximize the complementary aspects of English and French instruction.



The Role of Kindergarten in Early French Immersion

Although enrolment in Kindergarten is optional in Manitoba, most children begin school in Kindergarten and this is where most students begin their French Second Language education.

French immersion Kindergarten has the same general goals as an English Kindergarten – the balanced development of multiple dimensions, such as the cultural, intellectual, emotional, physical, social and aesthetic – with the added goal of introducing children to the French language in a “gentle” or natural way.

Janette Pelletier (1998) conducted the study *A Comparison of Children’s Understanding of School in Regular English Language and French Immersion Kindergartens*. Her findings indicate that similarities between French immersion and English Kindergarten students were greater than the differences. She concluded that:

Children’s responses to interview questions suggest that children in French immersion and regular English language kindergartens enjoy and dislike the same things about school. Children in both programs place great importance on play and friendships in kindergarten and less importance on academic work and teacher control. (p. 9).

However, she discovered significant differences between the two groups. Children in French immersion Kindergarten demonstrated keener awareness of the teacher’s role in teaching as well as the importance of learning as the reason for being in school. She also emphasized the following:

Children in second language classes are more apt to pay closer attention to paralinguistic aspects of teacher behaviour in order to figure out what is being said. In addition, children in FI may be more attuned to learning, since an explicit awareness of not understanding versus understanding is an ongoing process in L2 [second language] programs. (p. 254).

In French immersion Kindergarten, the introduction to French is an important step in the process of developing a level of comprehension sufficient for the immersion student to develop literacy in French and to use French to construct his or her knowledge in a variety of subject areas.

The following are characteristics of an effective French immersion Kindergarten classroom:

- linguistically rich decor with French vocabulary supported by pictures and objects covering the walls;
- easy accessibility to assorted French books, videos, music, and games;
- the teacher speaking French at all times (except if the students’ emotional well-being or security is at risk) and using gestures, mime, intonation, pictures, and objects to convey meaning;

- the teacher encouraging students to experiment in French through the use of routine activities, rhyme and songs;
- an emphasis on oral skills to stimulate language acquisition;
- students speaking English to the teacher and among themselves, gradually interspersing their English with French words;
- the incorporation of French culture through authentic activities and materials, visits with Francophones and field trips; and
- parents involved in such activities as helping with snacks, preparing materials and displays, helping children with their clothing, and organizing the classroom library – parents are encouraged to learn French songs and vocabulary along with their child.

Parents are often concerned about their roles as immersion parents and their ability to support their children or be involved in the Kindergarten classroom if they speak little or no French. They are often also concerned about how their children will cope with the all-French classroom environment. They require reassurance, information and opportunities to see for themselves that there is no cause for concern.

Manitoba Education, Citizenship and Youth has two publications for immersion parents:

- Manitoba Education, Training and Youth, Bureau de l'éducation française Division. (2002). *French immersion in Manitoba*. Winnipeg: Manitoba Education, Training and Youth, Bureau de l'éducation française Division (BEF). Access: http://www.edu.gov.mb.ca/k12/docs/french_imm/fr_imm_mb.html
- Manitoba Education, Citizenship and Youth, Bureau de l'éducation française Division. (2004). *What do I want for my child?/Qu'est-ce que je veux pour mon enfant?* [Brochure]. Winnipeg: Manitoba Education, Citizenship and Youth, Bureau de l'éducation française Division. Access: http://www.edu.gov.mb.ca/k12/docs/parents/fr_programs/

French Immersion in Senior Years

The aim of French immersion in Senior Years is to further the students' French language competencies in keeping with their intellectual, social, and emotional development. The French Immersion Program in the Senior Years should offer:

- at least 50 percent instructional time in French;
- in a semestered environment, some courses taught in French in each semester, so that students are exposed to and use French continually;
- in addition to French Language Arts, a variety of courses taught in French; and
- a good supply of age-appropriate, subject-oriented reference materials in a variety of media, as well as suitable materials for leisure reading.



Graduation Credit Requirements

Due to the addition of Physical Education/Health Education as a required course in Grade 11 and Grade 12, there will be changes to graduation requirements between 2008-2010. Below is an outline of the changes for the requirements:

- 2007-2008 school year (minimum 28 credits)
- 2008-2009 school year (minimum 29 credits)
- 2009-2010 school year (minimum 30 credits)

For Graduation in 2007-2008

To meet the graduation requirements of the French Immersion Program in 2007-2008, students must complete **28** credits from Grade 9 to Grade 12. Of the 28 credits, a **minimum of 14 credits from courses taught in French** (50%) is required to obtain the provincial diploma in French immersion.

- In Grade 9, a minimum of 4 credits at the Grade 9 level is taught in French.
- In Grade 10, a minimum of 4 credits at the Grade 10 level is taught in French.
- In Grade 11, a minimum of 3 credits at the Grade 11 level is taught in French.
- In Grade 12, a minimum of 3 credits at the Grade 12 level is taught in French.

Students must complete **19 compulsory credits** from Grade 9 to Grade 12. These are:

- Français langue seconde—immersion – 4 credits
- English Language Arts—Immersion – 4 credits
- Mathématiques (Mathematics) – 4 credits
- Sciences humaines (Social Studies) – 3 credits
- Sciences de la nature (Science) – 2 credits
- Éducation physique et Éducation à la santé (Physical Education/Health Education) – 2 credits

Students must complete **9 optional credits** from Grade 9 to Grade 12. At least one optional credit must be at the Grade 11 level and at least one optional credit must be at the Grade 12 level. Optional credits can include:

- courses based on department curricula
- School-Initiated Courses (SICs)
- Student-Initiated Projects (SIPs)
- Community Service or Cultural Exploration SIPs
- dual credits (university and college courses taken during the Senior Years)
- Special Language Credit Option
- Private Music or Royal Winnipeg Ballet Options

For Graduation in 2008-2009

To meet the graduation requirements of the French Immersion Program in 2008-2009, students must complete **29** credits from Grade 9 to Grade 12. Of the 29 credits, a **minimum of 14 credits from courses taught in French** is required to obtain the provincial diploma in French immersion.

- In Grade 9, a minimum of 4 credits at the Grade 9 level is taught in French.
- In Grade 10, a minimum of 4 credits at the Grade 10 level is taught in French.
- In Grade 11, a minimum of 3 credits at the Grade 11 level is taught in French.
- In Grade 12, a minimum of 3 credits at the Grade 12 level is taught in French.

Students must complete **20 compulsory credits** from Grade 9 to Grade 12. These are:

- Français langue seconde—immersion – 4 credits
- English Language Arts—Immersion – 4 credits
- Mathématiques (Mathematics) – 4 credits
- Sciences humaines (Social Studies) – 3 credits
- Sciences de la nature (Science) – 2 credits
- Éducation physique et Éducation à la santé (Physical Education/Health Education) – 3 credits

Students must complete **9 optional credits** from Grade 9 to Grade 12. At least one optional credit must be at the Grade 11 level and at least one optional credit must be at the Grade 12 level. Optional credits can include:

- courses based on department curricula
- School-Initiated Courses (SICs)
- Student-Initiated Projects (SIPs)
- Community Service or Cultural Exploration SIPs
- dual credits (university and college courses taken during the Senior Years)
- Special Language Credit Option
- Private Music or Royal Winnipeg Ballet Options

For Graduation in 2009-2010 and Beyond

In 2009-2010, the minimum credit requirements are **30** credits: **21 compulsory credits** and **9 optional credits**. Further information and details related to the French Immersion Program will be provided when it becomes available.

See Manitoba, Education, Citizenship and Youth. (2007). *Focus on the future – A parent and student guide to senior years graduation requirements: French immersion program*. Winnipeg: Manitoba, Education, Citizenship and Youth. Access: http://www.edu.gov.mb.ca/k12/policy/grad_require.html

Note: It is important to note that additional graduation requirements may exist in any particular high school.

Secondary schools should also be promoting and assisting students to explore opportunities for study in French beyond Grade 12 (see Chapter 11).



The Importance of Culture in the French Immersion Program

While the amount of exposure to French is important for students' second language development, it is equally important that the exposure be relevant, authentic and varied. Language does not stand alone but is integral to the way of life of those who speak it. Language should not be separated from its cultural component.

The *Curriculum Policy for the French Immersion Program* (1999) explains the importance of language and culture as follows:

The acquisition of a second, a third, or a fourth language is considered as a linguistic, personal, and social advantage. It is therefore important to go beyond strictly practical aspects of the learning of these languages by ensuring that the acquisition of another language, is viewed as a way of broadening one's cultural perspectives, as a form of personal enrichment, and as a means of better understanding oneself and others. (p. 7)

Ensuring adequate exposure to culture in the French Immersion Program includes:

- exposing students to French through a variety of cultural practices and through a variety of language experiences, including music, art and literature;
- exposing students to a variety of French speakers, both in and outside the classroom, through such means as classroom guests (e.g. artists and practitioners and professionals from a variety of fields) videos, field trips and exchanges;
- using resources and materials that reflect authentic, modern francophone life; and
- encouraging students to explore French culture on their own by engaging in activities such as watching French TV, listening to French radio, reading in French, listening to French music, attending French theatre or francophone community festivals.

Each year, schools receive the publication *Cahier d'activités culturelles* which provides a list of various cultural activities. These suggested activities enhance French language development. This information is also available on the following Web site: <http://www.edu.gov.mb.ca/m12/progcul/index.html> (in French only).

For more information

Canadian Heritage. Access: <http://www.pch.gc.ca> offers a variety of resources to promote Canadian culture.

Canadian Parents for French. Access: <http://www.cpf.ca> (national) and <http://www.cpfmb.com> (Manitoba) offers links on activities and resources for students, exchanges and excursions and resources for parents.

Culture Canada. Access: <http://www.culturecanada.gc.ca> is the Government of Canada's one-stop Web access to government Culture, Heritage and Recreation services.

La Société franco-manitobaine. Access: <http://www.sfm-mb.ca> and 233-ALLÔ <http://www.sfm-mb.ca/233Allo-html> are other sources of information about French cultural activities and resource people.

Office of the Commissioner of Official Languages. Access: <http://www.ocol-clo.gc.ca> offers information and publications on official languages.

Language Instruction in the Content Areas



When we talk about language instruction in the content areas, we are talking about language across the curriculum. Each content teacher teaches the language of their discipline. This notion of learning the language of the discipline is more than simply learning the vocabulary or syntax of a particular field of study. It involves using languages to think and solve problems as an expert in that field would do. As the students learn the language of the various disciplines, they are using language to learn “about” the disciplines. As a result, language becomes a tool of communicating and a tool for learning.

Content area courses taught in French add an important dimension to the learners' language acquisition by:

- providing French language learning experiences in contexts other than the French Language Arts class therefore increasing the time spent learning in French;
- providing students with the opportunity to gain a deeper understanding of the French language across the disciplines;
- providing students with opportunities to use French as a tool of learning in a variety of disciplines; and
- providing students with the opportunities to communicate in French in a variety of situations.



Stability

The French Immersion Program operates most effectively when it is stable from year to year. This requires a commitment on the part of the school board and administration to long-range plans that include:

- optimal use of all available funding (see Chapter 3);
- established entry points and continuation of the program through all grade levels;
- competent staff with minimal turnover from year to year;
- sites that provide optimal access for potential students and adequate space to allow for the addition of grade levels and growth in enrolment;
- effective communication with parents to ensure adequate and stable enrolment; and
- effective communication with the community-at-large to ensure recruitment of new students.



Postsecondary Opportunities

Opportunities for further study and use of French after Grade 12 are important to high school graduates continuing their language development. Just as first language skills continue to expand and develop as a lifelong process, so do second language skills.

There are many opportunities for further study in French at the postsecondary level whether at universities, colleges, technical institutions, or non-credit continuing education courses. It is important that immersion graduates be informed of the possibilities of pursuing their studies in their second language. It is through constant use that they will be able to maintain their competency in French and improve it. (See Chapters 3 and 11.)

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3 PROVIDING PROVINCIAL LEADERSHIP FOR FRENCH IMMERSION



The Government of Manitoba encourages and supports the establishment and maintenance of the French Immersion Program as an excellent vehicle for realizing a student's potential. Students in the French Immersion Program are expected to learn the same knowledge, skills and attitudes as those students who choose to study in the English Program. In addition, graduates of the French Immersion Program will have had the opportunity to achieve a high level of proficiency in another language.

Language Education in Manitoba

Education is a provincial government responsibility in Canada.

In Manitoba, education is governed principally by the *Public Schools Act* and the *Education Administration Act* as well as regulations made under both Acts. Rights and responsibilities of the Minister of Education, Citizenship and Youth and the rights and responsibilities of school boards, principals, teachers, parents, and students are set out in the legislation.

In 1970, Bill 113 confirmed the equality of French and English, Canada's two official languages, as languages of instruction. Bill 113 is an amendment to section 258 of the Manitoba *Public Schools Act* and allows for instruction completely in French throughout the school day to the third grade inclusively. English must be taught as a subject to a maximum of 25% of the total instructional time from Grade 4 through Grade 12.

The Statutes of Manitoba – Chapter P250 Public Schools Act stipulate that:

- where in any school division, there are 23 or more students who may be grouped in a class and whose parents desire them to be instructed in English or French, the school division must group those students and provide for the use of English or French, as the case may be, as the language of instruction in the class (section 79 (3)).
- in a school where French is used as the language of instruction for 75% or more of the school day from Grade 1 through Grade 6 and 60% or more from Grade 7 through Grade 12, the administration and operation of the school must be carried



out in the French language (section 79 (5) or see Manitoba Regulation 469/88R section 9 (2)).

These provisions of the *Public Schools Act* and the regulation pertaining thereto have provided the foundation for the document *Curriculum Policy for the French Immersion Program*.



Program Resources

Curriculum—Kindergarten to Grade 12

The Bureau de l'éducation française Division (BEF) develops curriculum documents and support documents in French for each subject from Kindergarten to Grade 12 for French immersion teachers.

The goal of the curriculum development process is to develop curricula that will meet the needs of all learners.

Manitoba's initial curriculum development in the four core subject areas (mathematics, language arts, social studies, and science) was undertaken in collaboration with other ministries of education in Canada. The work of participants in the Western and Northern Canadian Protocol (WNCP) for Collaboration in Basic Education, K-12, produced common curriculum frameworks for mathematics (1995), language arts (1996), and social studies (2002). Similarly, the broader Pan-Canadian Science Project, coordinated by the Council of Ministers of Education, Canada (CMEC), resulted in *The Common Framework of Science Learning Outcomes, K-12* (1997).

In developing curricula, Manitoba involves the focused participation of educators, scholars, industry representatives, and other community members with relevant expertise.

There are three types of curriculum-related documents:

- Curriculum Framework of Outcomes documents
- A Foundation for Implementation documents
- Support documents and Supplements to Foundation for Implementation documents

Curriculum Frameworks of Outcomes Documents

A curriculum framework is a subject-specific document which identifies student learning outcomes for what students are expected to know and be able to do as they relate to the knowledge and skills of a particular subject area. Curriculum frameworks provide the basis for teaching, learning, and assessing in a particular subject area or course.

They also provide a foundation for further development and implementation in areas such as student assessment and evaluation, staff development and learning resources.

Each subject-specific curriculum framework includes an overview and general and specific learning outcomes for each grade from Kindergarten to Grade 12.

Foundation for Implementation Documents

The foundation for implementation documents are subject-specific and are designed to provide teachers with information on how to structure teaching, learning, and assessing relative to the general and specific learning outcomes identified in curriculum frameworks.

Support Documents

Support documents and supplements to foundation for implementation documents are subject-specific or generic documents designed to provide further support to teachers.

These documents are often introduced through department-initiated in-services publicized through the annual *Coup d'œil sur l'année* (Year At a Glance) calendar.

Note: Documents can be ordered from the Manitoba Text Book Bureau following the directions outlined on its Web site at <http://www.mtbb.mb.ca>

The list of curriculum documents can also be consulted on the following Web site (in French only): http://www.edu.gov.mb.ca/m12/progetu/fl2/doc_cur.html

Funding for the French Immersion Program

Manitoba Education, Citizenship and Youth provides school divisions/districts with the funding for educational programs offered in Manitoba's publicly funded school system. The Funding of Schools Program (FSP) is established by the provincial government in the *Public Schools Act* and in related regulations. The FSP comprises operating and capital support for public school divisions and districts in Manitoba and is administered by the Schools' Finance Branch and the Public Schools Finance Board. The Schools' Finance Branch collects data necessary to perform the various grant calculations for divisions/districts under the Funding of Schools Program.

All of the funding provided to the English Program is available for the French Immersion Program as well. This includes **base** support such as:

- Instructional Support;
- Sparsity Support;
- Curricular Materials;
- Information Technology;
- Library Services;
- Students Services Grant;



- Counselling and Guidance;
- Professional Development; and
- Occupancy.

For more information, please consult the Schools' Finance Branch document *Funding of Schools* at http://www.edu.gov.mb.ca/k12/finance/fund_grant.html

Manitoba Education, Citizenship and Youth, through the Bureau de l'éducation française Division, and jointly with the federal government, has established a financial support system by which supplementary grants are distributed to school divisions/districts where a Français or a French Immersion Program, or Basic French courses, are taught in one or more of their schools. **These grants are intended to be used to cover only the additional costs incurred in providing these programs or courses and not the total costs of educating a child.** A description of how these funds are allocated is provided in the document *Grants for French Language Education* (2007). For more information, please consult the document at <http://www.edu.gov.mb.ca/k12/finance/schfund/frgrants.html>

In addition to this, divisions/districts offering the French Immersion Program have access to the French Second Language Revitalization Program offered through the Official Languages in Education Program. For more information, please consult the Department's Web site at <http://www.edu.gov.mb.ca/languages/index.html>

In developing and implementing long-term plans for French immersion, school boards are encouraged to access all available funding and are obligated to direct it to the French Immersion Program to ensure its long-term viability and success.

Divisions/districts must be prepared to demonstrate to their communities that funds provided for the French Immersion Program are used for that purpose.



Additional Funding from Federal Sources

In addition to the funding described in Section C, additional funding from federal sources provides programs for French immersion studies under the Official Languages in Education Program (OLEP).

Professional Staff: Teacher Bursary Program and French Immersion for Teachers (FIT) Program

Teacher Bursary Program

Aim

The aim of the Teacher Bursary Program is to encourage teachers or prospective teachers of French as well as those teaching in French to improve their language

and pedagogical skills **between April 1 and August 31** at an accredited postsecondary institution in Canada.

Amount of the Bursary

Bursary recipients will receive \$300 per week to a maximum of \$1,200 for an out-of-province course to improve French as a second language and \$1,000 for the summer course offered by ACELF, after submitting proof of participation.

Bursary recipients enrolled at the *Collège universitaire de Saint-Boniface* will be reimbursed for the cost of tuition.

Information and application forms are available on the Web site:

http://www.edu.gov.mb.ca/k12/proflearn/teacher_bursary.html

French Immersion for Teachers (FIT) Program

Aim

The aim of *French Immersion for Teachers (FIT)* is to encourage teachers of French or prospective teachers of French to improve their language and pedagogical skills during the summer. This program is offered at the *Collège universitaire de Saint-Boniface*.

Amount of the Bursary

A bursary in the amount of \$800 will be awarded to students attending *FIT* for the three-week program and will be paid directly to the *Collège universitaire de Saint-Boniface* on their behalf.

Information and application forms are available on the Web site:

http://www.edu.gov.mb.ca/k12/proflearn/teacher_bursary.html

Considerations for the School Administrator: Information related to both the Teacher Bursary Program and the French Immersion for Teacher Program is sent to all schools offering the French Immersion Program. Principals are encouraged to share this information with all staff members working directly with students in their French Immersion Program and encourage these staff members to apply for these funds for their own individual and professional development.

Program Consolidation and Development

Federal financial assistance is available for:

- the development and the consolidation of programs that complement the French immersion curriculum through the offering of school programs and resources as well as activities that provide students with exposure to the French language and culture; and
- the expansion of the French Immersion Program.

A. Special Projects – French Immersion Program Development and Consolidation

Federal assistance is available to institutions and organizations to defray up to 50% of the additional costs involved in developing, implementing and consolidating programs that complement the French immersion curriculum. Funding is available to professional associations, postsecondary, and other institutions as well as non-profit organizations with an interest in French language education.

Manitoba will consider projects that are curriculum-aligned and add value and relevance to classroom teaching. Extra-curricular programs that are linked to classroom instructional content and/or provide students with exposure to the French language and culture are examples of project attributes sought. Project proposals must clearly identify measurable outcomes to evaluate success in achieving stated goals.

Funding for special projects is provided on a year-to-year basis. However, where initiatives span more than one year, applicants are encouraged to identify their longer term funding requirements to ensure that these can be considered in the coming years under the Canada-Manitoba Agreement for Minority Language Education and Second Language Instruction.

B. Targeted Measures for French Immersion Program Expansion

Canada and Manitoba will provide financial assistance on a 50/50 matching basis to school divisions/districts, institutions, professional associations and non-profit organizations with an interest in French language education. Canada's contribution is provided under the scope of the *The Next Act: New Momentum for Canada's Linguistic Duality – Action Plan for Official Languages* (Privy Council Office, 2003).

Funding for targeted measures will be provided for a period of four years under the terms of the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction (2005-2006 to 2008-2009)*.

Manitoba will consider funding applications that revitalize the French immersion form of instruction. In particular, successful proposals will target the following strategic goals:

1. Promote the French Immersion Program, informing parents and students of its existence, its nature, and its advantages;
2. Improve access to the French Immersion Program by increasing the number of schools that offer the program and by adding more entry points to the program;
3. Increase the number of courses offered in the French Immersion Program;
4. Increase the availability of high quality teaching materials;
5. Increase the number of teachers that are qualified to teach French immersion through recruitment measures, improved access to training and professional development opportunities, particularly in specialized teaching areas; and

6. Increase opportunities for French immersion students and graduates to put their skills to use through exchange programs and through their involvement in community-based initiatives and enterprises where bilingual skills are needed.

Project proposals must clearly identify measurable outcomes to evaluate success in achieving stated goals.

Although projects may have a multi-year time frame, funding is provided on a year-to-year basis. Proposals must indicate how the projects will be self-sustaining if they are continued beyond the year 2008-09.

School initiated projects must be submitted by central school division administration. Collaboration and partnerships among stakeholders are strongly encouraged and evidence of this needs to be clear in the proposals submitted.

For more information

Information regarding both types of assistance, including application and reporting requirements, can be obtained by contacting:

Official Languages Programs and Administrative Services Branch
Manitoba Education, Citizenship and Youth
Bureau de l'éducation française Division
509-1181 Portage Avenue
Winnipeg, MB R3G 0T3
Telephone: 204-945-6024, toll free 1-800-282-8069, ext. 6024

Students: *Explore* and Postsecondary Opportunities

Explore

Established in 1971, the *Explore* Program offers students who have completed Grade 11 or who are at the postsecondary level the opportunity to live an extraordinary linguistic and cultural experience. The program helps them to improve their knowledge of one of Canada's two official languages and, at the same time, acquire a deeper appreciation for the culture embedded in the language.

The Council of Ministers of Education, Canada (CMEC) administers this program in collaboration with the provinces and territories. The department of Canadian Heritage funds the program through the Official Languages in Education Program (OLEP).

The *Explore* Program is an intensive five-week language-learning experience. The bursary covers tuition, meals, accommodation and instructional materials.

Provinces and territories award bursaries by random selection based on provincial and territorial allotments and institutional quotas. Priority is given to those who have not previously received a bursary through the *Explore* Program.

Manitoba-Québec Six-Month Student Exchange Program

Manitoba Education, Citizenship and Youth, in partnership with the province of Québec, sponsor a French language development exchange program for high school students. The Manitoba-Québec Six-Month Student Exchange Program is offered to Français, French Immersion and Basic French students who will be in Grade 10 or 11 next September. In September, Manitoba students host exchange partners from Québec who spend three months here attending high school and living in the homes of their Manitoba partners. In February, Manitoba students travel to Québec for a similar three-month experience. While the focus is on developing language skills, being immersed in a culture and lifestyle different to the one they are used to also develops participants' coping and interpersonal skills.

It is an excellent opportunity for French immersion high school students to enhance their level of fluency. For more information, contact 204-945-6024 or toll free: 1-800-828-8069 ext. 6024 or visit <http://www.edu.gov.mb.ca/k12/students/index.html>

Information and application forms are available on the Web site:
<http://www.myexplore.ca>

School administrators are encouraged to share this information with their secondary students as soon as it is distributed to schools.

Note: High school students in Manitoba can submit a request to obtain credits for the *Explore* program.

Students must submit a request for a Student-Initiated Project including the following:

- a registration form for the Student-Initiated Project signed by the school division designated person, including the name of the contact person responsible for the follow-up with the student;
- a transcript obtained by the student from the institution;
- a description of the course taken by the student (from the institution).

For more information, please visit the department's Web site:

<http://www.edu.gov.mb.ca/k12/docs/support/ldc/index.html>

Postsecondary Opportunities

Three bursaries are available to students who want to continue learning French beyond Grade 12 in a postsecondary institution. They are funded by the Official Languages in Education Program of the Government of Canada and Manitoba Education, Citizenship and Youth. They are described as follows:

Bourse aux étudiants du Collège universitaire de Saint-Boniface

Aim

The purpose of the program is to encourage students to continue their studies in French at the Collège universitaire de Saint-Boniface (CUSB).

Amount of Bursary

The amounts of the bursaries awarded to students studying at the CUSB are:

1. *Faculté d'éducation*: \$500 awarded in two installments per year;
2. *Faculté des arts et d'administration des affaires et des sciences*: \$500 in two installments per year;
3. *École technique et professionnelle*: \$500 in two installments per year.

Information and application forms are available on the Web site (in French only):
http://www.edu.gov.mb.ca/ael/learners/students_fa.html

Note: Collège universitaire de Saint-Boniface also offers a variety of scholarships. Please consult the Web site for more information. <http://www.ustboniface.mb.ca/cusb/bourses> (in French only).

French Language Studies Bursary

Aim

This bursary is offered to Manitoba residents who wish to pursue their postsecondary studies in a program which is not offered in the French language in Manitoba.

Amount of the Bursary

The maximum amount of the award for studying out of province is \$2,500.

Information and application forms are available on the Web site:

http://www.edu.gov.mb.ca/acl/learners/students_fa.html

French Immersion Studies Bursary

Aim

This bursary is offered to Manitoba students who have English as first official language to pursue their studies in a French Immersion Intensive Study Program at a Canadian bilingual or French-language postsecondary institution outside Manitoba.

Amount and Award Procedure

The amount of the award for studying out of province is as follows:

- \$2,500 awarded in two instalments, or
- \$1,250 for one semester of study.

Lifetime maximum is \$2,500.

Information and application forms are available on the Web site:

http://www.edu.gov.mb.ca/acl/learners/students_fa.html

Language Assistant Programs

The Council of Ministers of Education, Canada (CMEC) also administers language assistant programs in collaboration with the provinces and territories. The Department of Canadian Heritage funds these programs through the Official Languages in Education Program (OLEP).

In collaboration with and under the supervision of classroom teachers, language assistants help students learn French as a second language in schools in Manitoba or help francophone students in schools in Québec and New Brunswick learn English as a second language.

Accent

Accent is a part-time work experience available to postsecondary students who are studying at an institution outside their home province or territory. With *Accent*, language assistants will lead classroom activities in English with elementary, secondary,

or postsecondary Canadian students, eight hours per week, between September 1 and April 30. Language assistants are paid \$520 a month over eight months.

To be a part-time language assistant, the applicant must be a full-time student at a postsecondary institution, usually in a province other than their province or territory of permanent residence.

Information and application forms are available on the Web site:

<http://www.myaccent.ca>

Odyssey

Odyssey offers an opportunity for language assistants to lead classroom activities in English with elementary or secondary Canadian students in educational institutions in Québec or New Brunswick.

Language assistants work 25 hours a week from the beginning of September through May 31. They are paid a total of \$18,500 and could receive two allowances for return travel between their home province or territory and their host community.

To be a full-time language assistant, the applicant must have been registered as a full-time student for at least one semester within the last ten years.

Applicants for both programs must:

- have French as their first language and be proficient in oral and written French to work in Manitoba, or have English as their first language and be proficient in oral and written English to work in Québec or New Brunswick;
- be a Canadian citizen or a permanent resident (those studying in Canada on student visas are not eligible); and
- have completed at least one year of postsecondary studies or, in Québec, have at least a Diplôme d'études collégiales (DEC).

Information and application forms are available on the Web site:

<http://www.myodyssey.ca>

Information regarding these federally funded programs under the Official Languages in Education Program is available from:

Official Languages Programs
Bureau de l'éducation française Division
509-1181 Portage Avenue, Winnipeg, MB R3G 0T3
Telephone: 204-945-6932 or, toll free: 1-800-282-8069 ext. 6932 or
e-mail: languesofficielles@gov.mb.ca

Administrators of the French Immersion Program are encouraged to call their school division to express an interest in receiving a language assistant at no cost to the school. Language assistants work directly with students learning their second official language and are an invaluable resource to relay the culture associated with the language being taught. Administrators of the French Immersion Program in secondary schools are also encouraged to inform their students about this program as it may be of interest to those pursuing postsecondary studies who require financial assistance or would like a language-related experience.

Provincial Assessment



Provincial assessment includes the following components:

- **summative assessment of learning**, compulsory for Grade 12 at the end of a semester or school year, as part of which the Department:
 - develops assessment tools based on the learning outcomes set out in the provincial curricula;
 - ensures they are administered; and
 - provides training for local markers.
- **formative assessment**, compulsory at the beginning of Grade 3, as well as mid Grade 7 and mid Grade 8, for which the Department offers support and advice to schools;
- **development of assessment tools for reading and writing projects in French** for various grade levels;
- **support for schools** in the areas of assessment, statistics, research, and computer resources;
- under the direction of the Council of Ministers of Education, Canada (CMEC), the province of Manitoba **participates in national and international testing programs** in the area of education such as:
 - Programme for International Student Assessment (PISA);
 - Youth in Transition Survey (YITS); and
 - Pan-Canadian Assessment Program (PCAP).

Contact information:

Grade 12
English Language Arts
Mathematics Standards Tests
Mathématiques Standards Tests

Grade 3 Assessment
Middle Years Assessment

School Programs Division
Instruction, Curriculum
and Assessment Branch
1567 Dublin Avenue
Winnipeg, MB R3E 3J5
Telephone: 204-945-6156
Toll Free: 1-800-282-8069, ext. 6156
Fax: 204-948-2442
Web site: <http://www.edu.gov.mb.ca/k12/assess/index.html>

Contact information:

Grade 12
Français langue seconde – immersion
Standards Tests

Grade 3 and 4 Assessment
Middle Years Assessment

Bureau de l'éducation française Division
Educational Support Services Branch
1181 Portage Avenue, Room 309
Winnipeg, MB R3G 0T3
Telephone: 204-945-5203
Toll Free: 1-800-282-8069, ext. 5203
Fax: 204-948-3234
Web site: <http://www.edu.gov.mb.ca/m12/eval/index.html>



Bureau de l'éducation française Division

The mandate of the Bureau de l'éducation française (BEF) Division is to develop, evaluate, and administer policies and programs relating to French-language education. The Division offers a complete range of services including all the programs emanating from the Canada–Manitoba Agreement on Official Languages in Education. The Bureau provides services to Francophone and French immersion schools, and to those schools offering Basic French. In addition, the Bureau maintains a liaison with the Collège universitaire de Saint-Boniface.

In the context of its mandate, the Bureau's objectives are:

- to develop and recommend policies and priorities in all areas affecting French-language education to the Minister of Education, Citizenship and Youth;
- to plan, administer and facilitate programs and services in all aspects of French-language education for French language and English language client groups from Kindergarten to Grade 12 and, insofar as possible, at the postsecondary level;
- to collaborate with the other divisions of Manitoba Education, Citizenship and Youth (and their respective administrations), as well as local communities, organizations, and all other associations at the local, national or international level; and
- to support the Minister of Education, Citizenship and Youth in negotiating all federal assistance programs aimed at promoting the use of the official languages in education, and to administer those programs.

The BEF Division is made up of four branches: the Curriculum Development and Implementation Branch, the Educational Support Services Branch, the Official Languages Programs and Administrative Services Branch, and the Library and Materials Production Branch.

Direction du développement et de l’implantation des programmes (DDIP)

(Curriculum Development and Implementation Branch)

This Branch develops curriculum in French as a First Language (FL1), French as a Second Language – Immersion (FL2–I) and Basic French. It also develops curricula in the following areas: Mathematics, Anglais, English Language Arts – Immersion, Science, Social Studies, Physical Education/Health Education and Arts. The Branch consults principals and teachers on these projects and provides information on the orientation, testing and implementation of curricula. The integration of information technology is also an important area of activity.

The Branch is also responsible for the development of the Department’s French-language Web site.

Lastly, although not directly related to a discipline in particular, career counselling is also an important area of activity.

Direction des services de soutien en éducation (DSSE)

(Educational Support Services Branch)

This Branch is responsible for, among other things, calculating and paying grants to school divisions and districts that offer French-language programs. The Branch is also responsible for carrying out assessment projects in the subject area of French. Finally, it provides the necessary liaison with the Department’s partners in French-language education.

The Branch is responsible for a variety of issues, activities and services closely related to French-language education, such as:

- the collection and analysis of statistical data on budgets and enrolment in the different programs;
- the calculation, distribution and supervision of provincial grants to school divisions and districts for FL1 and FL2-I programs, and Basic French courses;
- the development, coordination and implementation of assessment and evaluation projects; the Branch is responsible, in particular, for formative reading assessment at the Grade 3 level in the FL1 program and the Grade 4 level in the FL2-I program, the Middle Years assessment policy and the Grade 12 standards tests in Français; and

- the educational and administrative liaison between the BEF Division and the other sectors of the Department, the school boards, the schools, and the different provincial, national and international organizations involved in French-language education.

Statistics and Grants

The Branch sees to the entry, verification and analysis of various data, and calculates the grants for all French-language programs. The data on student enrolment and percentage of instruction in the French language are annually submitted to Statistics Canada.

The Branch conducts a certain number of statistical projects in response to special requests.

Direction des programmes de langues officielles et des services administratifs (DPLOSA)

(Official Languages Programs and Administrative Services Branch)

The Branch administers financial contributions from Canada under the *Canada-Manitoba Agreement for Minority-Language Education and Second-Language Instruction*.

Contributions from Canada are utilized in support of:

- French-language courses and programs offered by public and independent schools;
- French-language postsecondary courses and programs;
- the development and consolidation of French-language educational and cultural programs and services;
- teacher training and development programs;
- student bursaries.

The Official Languages Program and Administrative Services Branch works in collaboration with the Council of Ministers of Education, Canada (CMEC) to implement three national programs under the Official Languages in Education Program. These programs, funded by the Department of Canadian Heritage are described in section D. Two of these programs (*Accent* and *Odyssey*) enable individuals to work as language assistants in public schools across Canada. The third program (*Explore*) gives students from every province the opportunity to improve their second language and acquire a deeper appreciation of the culture embedded in the language.

The Branch is also responsible for the preparation, coordination and administration of the budget and the administrative and secretarial services for the Division.

Cultural Projects and Educational Agreements

The Official Languages Programs and Administrative Services Branch coordinates and provides funding for many cultural projects such as the *Cahier d'activités culturelles* and the activity kit for the *Journée d'accueil*. The Branch also coordinates projects for students and teachers under the Manitoba-Québec Agreement. This agreement allows the exchange of expertise in pedagogy between the two provinces. Artists also take part in exchanges between Manitoba and Québec. As well, students from Manitoba are paired with students from Québec for a six-month exchange.

Direction des ressources éducatives françaises (DREF)

(Library and Materials Production Branch)

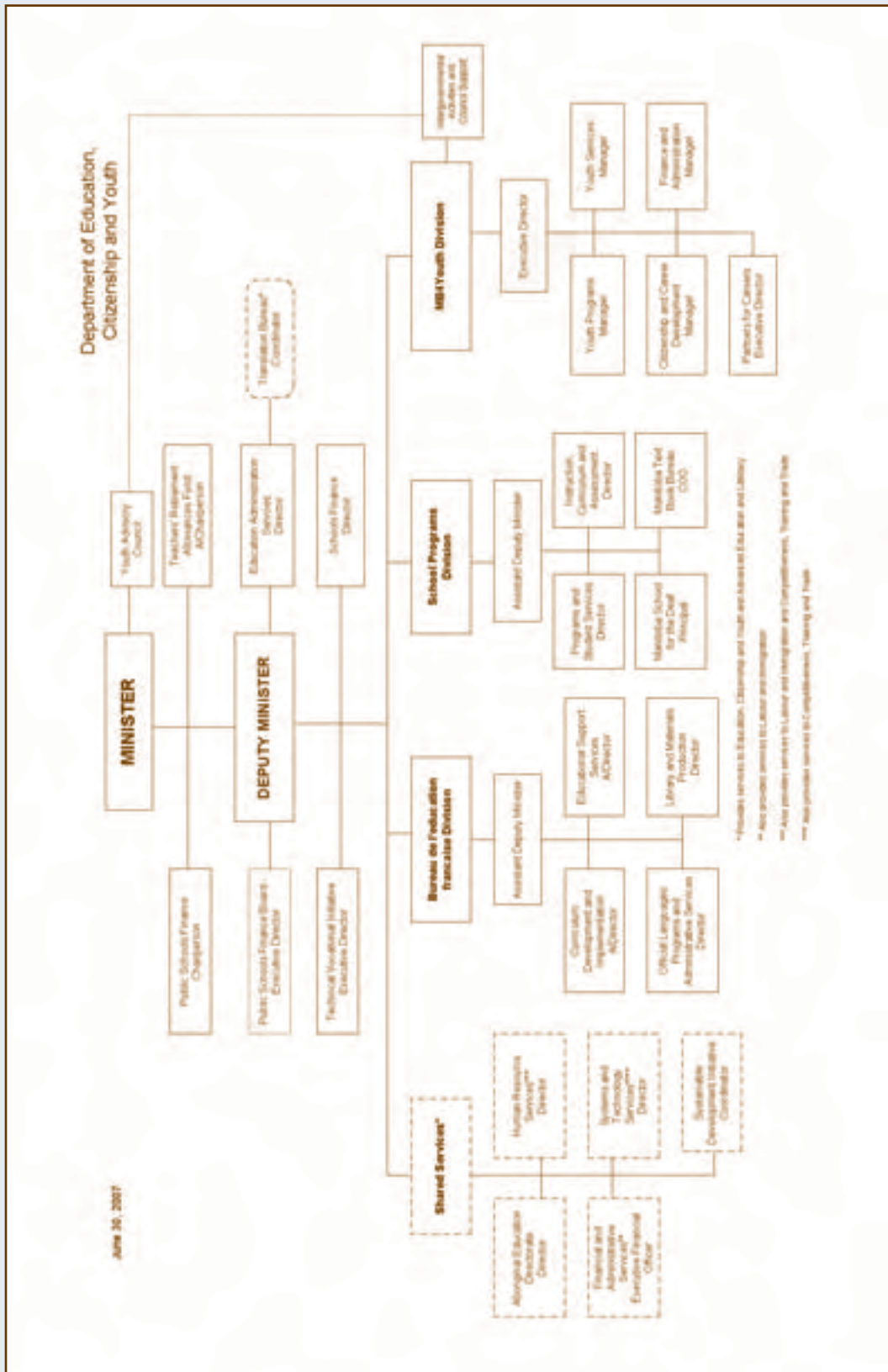
This Branch is responsible for providing instructional materials and library services to teachers at the Kindergarten to Grade 12 levels in Francophone and French immersion schools and schools providing Basic French. Its patrons also include departmental staff, curriculum consultants, professors and teachers-in-training at the CUSB, University of Manitoba and University of Winnipeg faculties of education, parents enrolled in the Home Schooling Program, and other stakeholders in the school system. The Branch also offers a teacher-coordinator service to rural Francophone and French immersion schools. The production centre develops resources using new media such as videos, compact discs and DVDs to support curricula and the work of the BEF's Educational Support Services Branch.

The objectives of the Branch are:

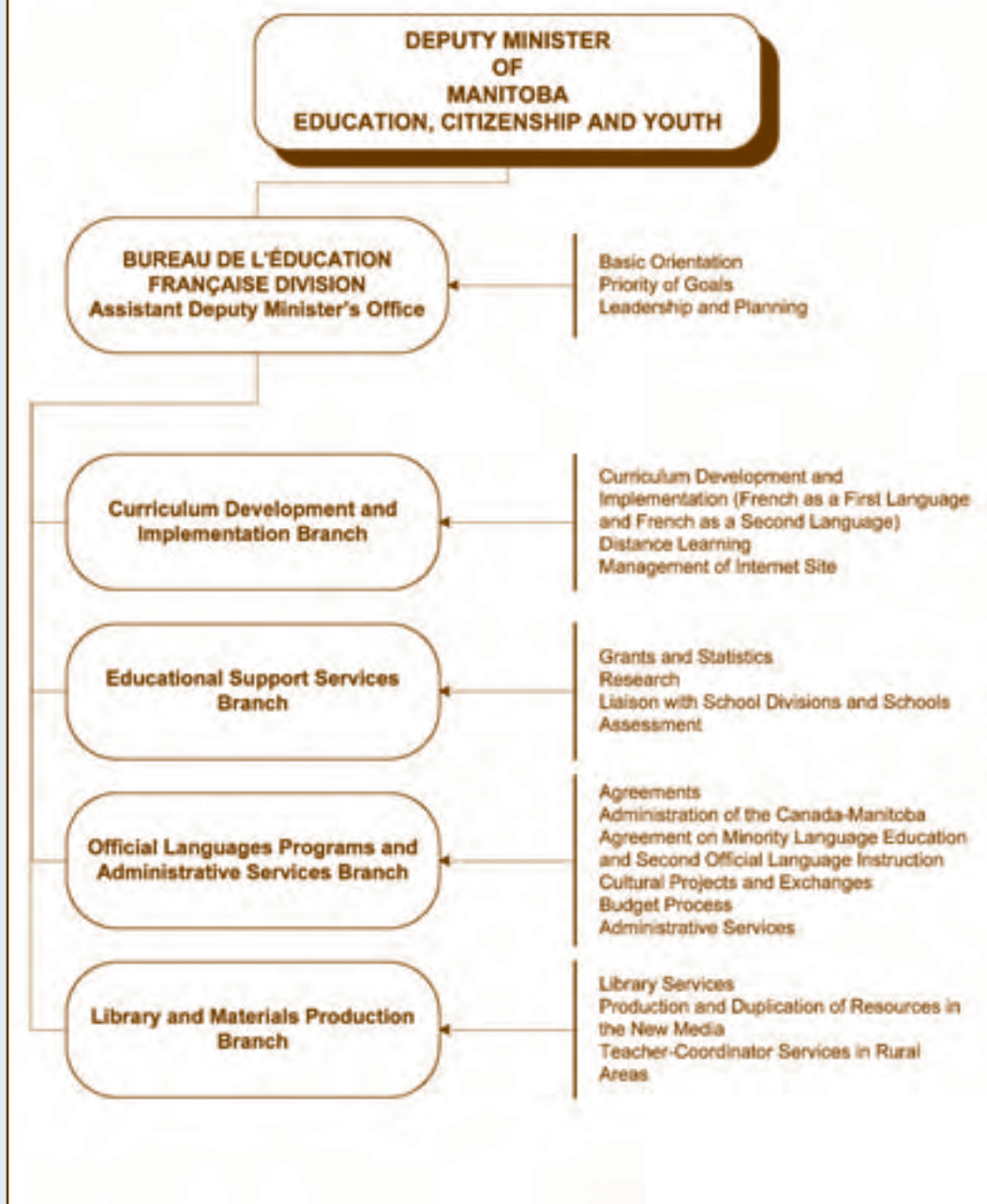
- to provide leadership and professional support in the development, selection and use of various media, including new technologies, as an integral part of the teaching or learning process;
- to supply resources and services to K-12 teachers and education professionals in order to enrich the teaching environment, and support the curriculum and the resource based learning model;
- to select, acquire, catalogue and distribute resources for pedagogical use in response to the needs expressed by the curriculum consultants of the Curriculum Development and Implementation Branch as well as schools in the province;
- to duplicate materials from other jurisdictions for which the Branch has obtained reproduction rights for Manitoba schools;
- to make rural schools aware of the Branch's collection of materials, including those that make use of new educational technology, and the Branch's other services, through the teacher-coordinator; and
- to produce new media resources to provide support for Basic French courses and the Educational Support Services Branch.

Contact information

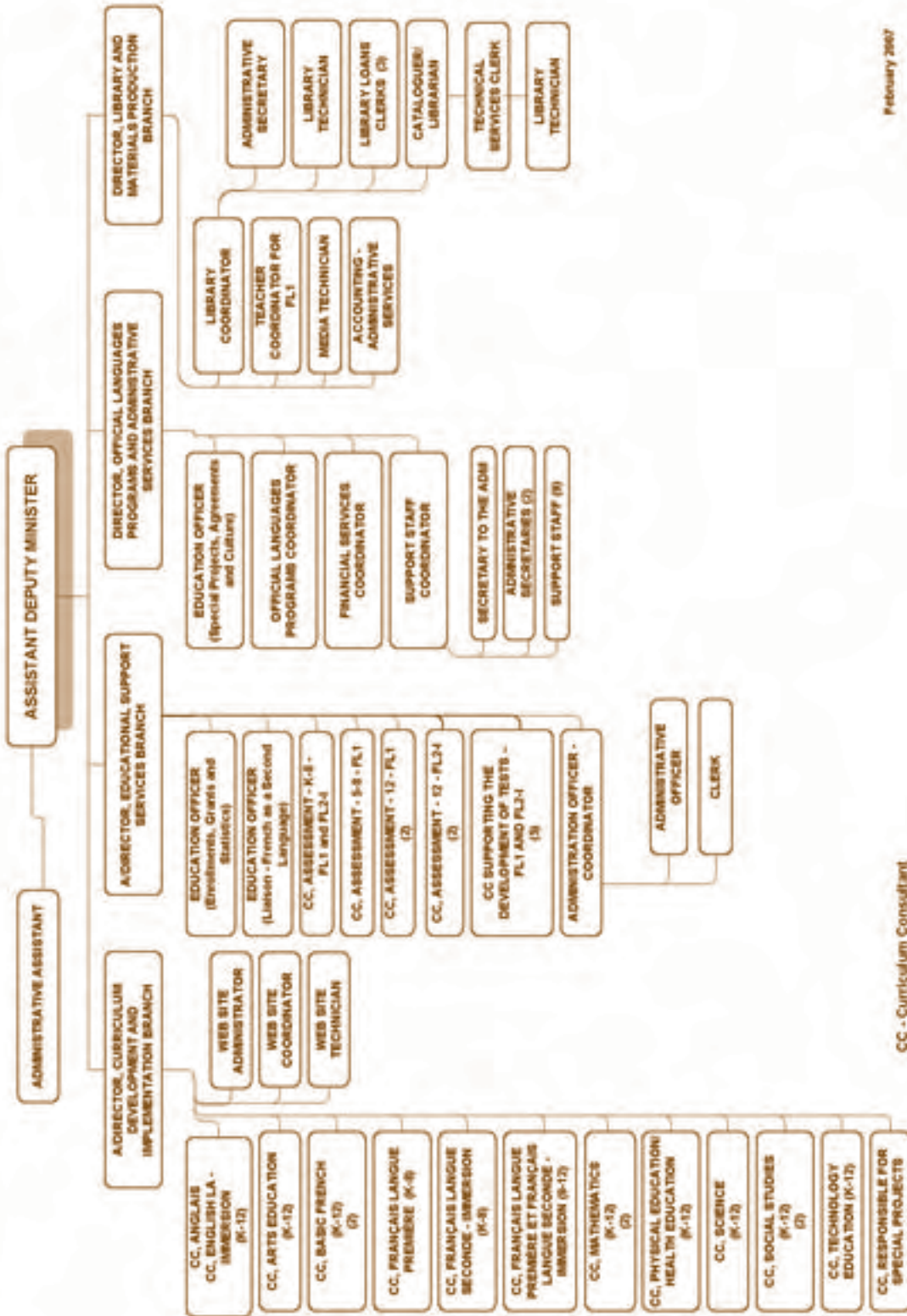
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BUREAU DE L'ÉDUCATION FRANÇAISE DIVISION
Organizational Chart indicating Responsibilities of each Branch



ORGANIZATIONAL CHART - Bureau de l'éducation française Division



February 2007

CC - Curriculum Consultant

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4

PROVIDING DIVISIONAL LEADERSHIP FOR FRENCH IMMERSION



The success of any French Immersion Program is dependent upon strong leadership throughout the education system. Within a school jurisdiction, the necessary leadership begins with the Board and senior administration. It is important that the school community and its decision-makers value French language learning as part of a global education. It is also important that the strong support for the French Immersion Program be visible and integral to the structure and functions of the total school system, including the equitable allocation of resources.

Roles and Responsibilities

The Manitoba Association of Schools Trustees (MAST) is an organization of public school boards in Manitoba. The purpose of MAST is to provide leadership and service to boards, and to help preserve the public's voice in education through locally elected trustees.



School Boards

School trustees are elected by the voters of a school division or district to provide for the educational needs of the community's school-aged children. The school board's primary function is making policy. It does so through the decisions it makes at school board meetings, which are open to the public. The decisions made by a school board at its meetings set the direction for the school division or district. The school board employs administrators to see that this direction is implemented in an effective and efficient manner. The two most senior administrators of a school division or district are the superintendent and the secretary-treasurer. An effectively managed school division or district is one in which the senior administrators and school board work closely together, each respecting and drawing upon the other's areas of expertise.

By provincial law, there are certain things that every school board in Manitoba must do, and certain services they must provide. Taken together, these ensure a basic level of public education to which all Manitobans are entitled.

In addition, there is also a range of activities, programs and services which school boards may do or provide to reflect the values and concerns of the community they

serve. In this fashion, school boards together with their communities can ensure that local schools offer the specific programs and services which meet community needs. French immersion programming is one such program.

Manitoba public school boards, through their provincial organization, the Manitoba Association of School Trustees (MAST) have recognized the importance of culture and language in Manitoba public schools. According to their *Manual of Policies and Beliefs* (2007), collectively, they believe:

1. that Manitoba's public school system should reflect and respect the cultural diversity of Manitoba's citizens and communities in its philosophy and in its programming;
2. that the student population of Manitoba's faculties of education should reflect the ethno-cultural diversity of the province;
3. that a comprehensive strategy should be developed to support the identification, recruitment and certification of teachers for French Immersion, Français and other identified high-need subject areas; and
4. that increased funding should be provided for the development of distance education, technology and programs, with such programs to be available for delivery in both official languages.

Trustees

As elected individuals responsible to the community and to all constituents within that community, it is important that trustees:

- become informed about the French Immersion Program: benefits, funding, how it works and how it is best supported (see Chapter 1 and Chapter 2);
- look for ways and means of responding positively to requests related to the French Immersion Program;
- ensure enabling policies that underscore the value and benefits of French immersion in the broadest sense of governance and set the stage for the successful establishment and ongoing support of the program;
- ensure long-term planning for French immersion in order to offer a full program from entry point to Grade 12 (see Chapter 1 and Chapter 2); and
- commit to offering the best French Immersion Program possible.

Superintendent and Senior Central Office Administrators

The Manitoba Association of School Superintendents (MASS) provides leadership for public education by advocating in the best interests of learners and supporting their members through professional services.

MASS membership includes school division/district superintendents and assistant super-intendents as well as associate members across Manitoba who provide educational leadership. Here are excerpts from their 2006-2007 Strategic Plan document.

Statement of Beliefs in Public Education

Public School is the only societal institution where children from diverse backgrounds gather for a common purpose – to become educated. The challenge for educators is to define what we believe about education in a manner that encompasses the values of a democratic society, respects the inherent uniqueness of the individual student, and at the same time provides equity of opportunity for all.

A second challenge is to articulate the purposes and provision of education which will enable a clear understanding by parents and members of the community at large.

With this frame of reference the members of the Manitoba Association of School Superintendents have developed this statement of beliefs about education.

We believe the purposes of public education to be:

1. To assist children to view themselves as capable of contributing to the public good and preparing them to do so.
2. To encourage in children a balance of intellectual and social development, social consciousness, and preparation for employment.
3. To provide each child access and opportunity to be educated in a manner consistent with justice, fairness and equity.
4. To foster in each child active participation in public service and to promote the development of each child as a lifelong contributing member of society.
5. To empower each child with the knowledge and skills to live a positive fulfilling life in a manner consistent with acceptance of others and respect for democratic values in a diverse society.
6. To develop the child's self perception as a lifelong learner.
7. To assist children to develop an optimistic view of the future and a confident awareness of their potential to be an active participant in that future.

To achieve these purposes, we must:

1. Provide safe and secure learning environments for all children.
2. Reach out to the community to build awareness and understanding of the purposes and value of public education.
3. Provide ways for the community of parents, seniors, businesses and taxpayers to have a respected voice and opportunity to develop and support education for the public good.
4. Be accountable to the community through clarity of vision, transparency of operation, and the sharing of educational outcomes.
5. Continue to manage and support education through publicly elected School Boards.
6. Strive to ensure that sufficient funding is provided to achieve the purposes of education.
7. Practise democracy in our school system.

(Manitoba Association of School Superintendents, 2006, 2-3)

Organizational Goals

- a. To promote and advance the cause of education provincially, nationally and internationally.
- b. To initiate, promote, and present professional development activities designed for the personal and professional growth and expertise of its members.
- c. To advance the status of the superintendency as a position of educational leadership.
- d. To promote a high standard of professional conduct among superintendents.
- e. To provide assistance and information in matters relating to the working conditions and welfare of its members.
- f. To facilitate communication among Manitoba school superintendents and Canadian school administrators at the divisional, district, provincial and federal levels so that information relating to supervision and the administration of education in Canada can be assembled and made available.
- g. To cooperate with the Manitoba Education, Citizenship and Youth and other governmental departments, the Manitoba Association of School Trustees, the Manitoba Teachers' Society, the Manitoba Association of School Business Officials and other educational and public bodies in the development of educational policy of Manitoba.
- h. To cooperate with other organizations having objectives similar to those of the corporation, in Canada and in other countries.
- i. To stimulate public awareness of educational issues and to inform the public of the point of view of the corporation.
- j. To take any measures, not inconsistent with these Articles or The Corporations Act of Manitoba or any other Act of the Legislature, or any regulations or rules made under the authority of an Act of the Legislature, that the corporation deems necessary or advisable to give effect to any policy adopted by it with respect to any question directly or indirectly affecting the purposes and objectives of the corporation.

(Manitoba Association of School Superintendents, 2006, 4-5)

It is important that the superintendent and other senior administrators in any school division/district consider what they will bring to their community through their role in the community's education system. They must be prepared to respond to inquiries about the scope and quality of the programming being offered and to address the demands of the community they serve. These leaders have several responsibilities.

- to inform themselves about second language learning (and specifically French second language learning) and the benefits for their students overall education and futures;
- to inform themselves about immersion as a means of delivering French second language learning and of the conditions under which the goals of the French Immersion Program can be achieved;

- to inform the Board of their findings and keep the Board informed of new information and developments;
- to identify potential issues and challenges related to the delivery of the French Immersion Program and strategies to address them;
- to ensure that policies are developed to provide the necessary framework for the program to succeed;
- to ensure that key stakeholders (which includes principals, school staff and parent advisory councils) are well informed and on side;
- to ensure that administrators assigned to schools with the French Immersion Program have values and beliefs which are supportive of the program;
- to ensure that the community is informed of the program options available and their respective benefits;
- to ensure that long-term plans support the interests of students involved in the French Immersion Program; and
- to ensure support from other divisional level staff, such as those responsible for space allocation, transportation, curriculum support, and staff and student recruitment.

Policy Matters

The Value of Second Language Learning in Education

It has long been recognized that learning a second language benefits students' overall education and personal development. Since French is one of Canada's official languages, many parents want their children to have opportunities to learn French as a second language. Not only does learning French foster a greater understanding among Canadians, it increases their children's opportunities for living and working within Canada and around the world.

The following are aspects to consider when developing divisional policies. Second language learning:

- fosters greater understanding between all Canadians;
- increases opportunities for living and working in Canada and other parts of the world;
- increases cognitive abilities, creating a more flexible thinker;
- enhances knowledge of one's first language;
- makes learning additional languages easier; and
- increases understanding of other peoples and cultures.



Access and Equity

The *Curriculum Policy for the French Immersion Program* provides guidelines to divisions/districts for establishing and maintaining the French Immersion Program. It is expected that any school division/district will respond to the needs of its community.

Divisional policies should allow all students reasonable access to the French Immersion Program. This involves considering matters such as:

- location of the French Immersion Program;
- transportation of students to the program;
- inclusiveness of the program through provision of support such as for special needs; and
- provision of information regarding the availability of the French Immersion Program.

The French Immersion Program should have access to all of the supports and services granted to other official programs. These may include:

- equivalent basic textual resources in French;
- access to technology to support the program, including French language keyboards and software;
- the same range of testing and student services as are available in other programs; and
- access to library materials and services that allow for reading and research in the French language.



Long-term Planning

The establishment of the French Immersion Program represents a long-term commitment. Any school division/district establishing the French Immersion Program will need to provide the necessary resources for the program from Kindergarten through Grade 12; otherwise, the objectives of the program are seriously compromised.

Stability and Growth

Program stability contributes to the overall credibility of the French Immersion Program, making it a viable choice for parents and students. The factors that make up a stable program include:

- a declared commitment to offer the French Immersion Program from Kindergarten or Grade 1 through Grade 12 or at one of the other entry points;

- visible support from key decision-makers in the school division/district. For example, the superintendent and trustees attend functions held in French immersion schools;
- initiatives that support the French Immersion Program, such as French public speaking competitions (e.g., *Concours d'art oratoire*) or festivals (e.g., *Festival du Voyageur*), and exchange programs, etc.; and
- a leadership group that specifically looks at French immersion issues and makes recommendations to senior central office administrators and school trustees. This group may include teachers, administrators, parents, trustees and students.

A firm commitment from the school board to ensure the best possible learning conditions for students will contribute to the quality of the French Immersion Program. Long-term growth may include:

- ensuring availability of the program from Kindergarten to Grade 12;
- locating the program in facilities that can accommodate both growth and expansion and that ensure access by the broadest population;
- ensuring that supports are in place to meet the needs of all students;
- ensuring parents make informed decisions by providing them with the information and support they need; and
- tracking enrolments, identifying reasons for changes in enrolments and addressing the issues.

Staffing

The following are suggestions for long-term planning for staffing needs:

- When hiring teaching staff, whether directly involved in the French Immersion Program or not, consider French language proficiency, understanding of immersion methodology and subject area specialties.
- When staffing leadership positions, attitudes toward French immersion and second language learning in general should be key considerations.
- Hiring of all staff, whether directly involved in the French Immersion Program or not, should take into consideration positive attitudes toward French immersion and second language learning – look for acceptance and inclusiveness.

Professional Development

Some suggestions for long-term planning for the professional development needs related to French immersion are as follows:

- Recognize the importance for French immersion teachers to have access to professional development opportunities in French.

- Plan the school year calendar so that professional development days are scheduled to permit French immersion teachers to participate in conferences and events such as:
 - **Manitoba Teachers’ Society Special Area Groups (SAG)**
The Special Area Groups affiliated with The Manitoba Teachers’ Society link a network of professional educators and offer professional learning opportunities in the form of conferences and workshops. *Éducatrices et éducateurs francophones du Manitoba* (EFM), an agency of The Manitoba Teachers’ Society, is responsible to provide services in French for this annual activity. The Web site for the EFM is <http://www.efm-mts.org>
 - **Symposium de l’immersion**
Éducatrices et éducateurs francophones du Manitoba (EFM) organizes a biennial one-day conference called *Symposium de l’immersion* for French immersion teachers and administrators where French is the language of communication. The Web site for the EFM is <http://www.efm-mts.org>
 - **French Immersion in Manitoba Conference**
The Bureau de l’éducation française Division (BEF) organizes conferences called French Immersion in Manitoba to provide learning opportunities to administrators, teachers, divisional coordinators, parents and trustees. The conference is held in English.
 - **National Conference**
The *Association canadienne des professeurs d’immersion/Canadian Association of Immersion Teachers (ACPI/CAIT)* is another valuable professional development opportunity for educators. French is the language of communication, however, some workshops may be presented in English.
- Encourage teachers to use the **Workshop Registration System** (*Coup d’œil sur l’année*). The Workshop Registration System is a searchable schedule of regional inservice sessions offered by Manitoba Education, Citizenship and Youth for educators. French immersion teachers should attend workshops specific to immersion. These workshops are offered in French by the BEF. Teachers may consult the *Coup d’œil sur l’année* Web site for more specific details. Online registration is available for your convenience. <http://www.ateliers.mb.ca>
- Subscribe to **professional journals** related to French second language education and ensure access to these documents.
- Inform educators about the availability and scope of the bursaries for professional development of French immersion teachers and how to obtain these funds.
- Recognize that central office and school administrators also have professional development needs specific to French immersion. Opportunities may include:
 - **French immersion conferences** such as the annual ones offered by the ACPI/CAIT, Canadian Parents for French (CPF), and special initiatives

such as the French Immersion in Manitoba conference can offer valuable insights, learning and networking opportunities for administrators. *L'Association manitobaine des directrices et directeurs d'écoles d'immersion française* (AMDI) also organizes a biennial colloque for French immersion administrators where French is the language of communication.

- Divisional level **networking opportunities**.
- **Individual bursaries** provide educators with funding to attend French language courses that can provide them with enhanced language skills and the opportunity to experience second language learning personally.

Support Services

Typically, divisions/districts have support systems in place for programs offered. These may include centralized document production, student transportation, counselling and other student services, and divisional committees for such tasks as designing report cards. It is important that the needs of the French Immersion Program be considered when hiring staff and providing these services.

In addition, those professionals offering support services in the division/district are well served to have a basic understanding of immersion principles and practices and its implications within their own areas of expertise. For example, guidance counselors should be able to support the French immersion student in choosing appropriate secondary school courses or postsecondary opportunities in French or English as well as providing information about career opportunities.

Quality and Assessment

It is important that the division/district undertake regular program reviews to ensure that the three following elements are in place and working well:

- Curriculum and support documents are available and being used effectively.
- Adequate resources are available to administrators, teachers and students and are being used.
- Teachers are well supported.

The data collection methods listed below may help determine indicators of success:

- division wide surveys administered to teachers, parents and students over a period of time to measure satisfaction with the program;
- tracking of enrolments from grade to grade to monitor retention of students;
- student interest as demonstrated by enrolment in the program over time.

For more information on quality and assessment of the French Immersion Program, Canadian Parents for French has produced a self-assessment tool for use in helping schools assess and evaluate their French second language programs (both French

immersion and Basic French). The self-assessment tool is available on the CPF Web site at <http://www.cpf.ca/english/educators/SAT.pdf>

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5

PROVIDING SCHOOL LEADERSHIP FOR FRENCH IMMERSION



Overview

All schools, regardless of the programs offered, function best when their administrators base their practices and decisions on sound leadership and pedagogical theory. Principals should take a hands-on approach even if they do not speak French. A positive personal attitude, sound leadership and management skills are key ingredients for success.

The strategies and ideas in this chapter are offered to assist administrators of the French Immersion Program. As mentioned in Chapter 2, dual track school communities represent a significant number of French immersion schools in Manitoba. With this in mind, the chapter will be of particular interest to administrators in a dual track school.

The following may serve as a general checklist:

- Do educational planning processes and administrative procedures consider the views of all? Do they recognize and respect the common and specific needs of the programs offered at the school? Is there a focus on appropriate educational planning for all students?
- Does the administration inform its school community that in a dual track school each program may require distinct activities and supports?
- Are common concerns addressed by everyone?
- Are program-specific concerns identified and solutions found by staff, parents and, perhaps, students involved in the program?
- Is information about all programs readily available and offered to all?
- Does the leadership in the school reflect the specific educational needs of the community?
- Is professional development encouraged and supported for all staff?
- Are the indicators of effective second language practices evident in the school?
- Do administrators regularly visit the French immersion classrooms, observe students, find out what they can do and cannot do, discuss their learning and progress with the teachers?



- Are administrators aware of the specific questions asked by French immersion parents? Do parents feel comfortable bringing their concerns to them? (See Chapter 1 and Chapter 6.)



Creating a School Culture

School administrators have a responsibility to create and nurture a school culture that supports the goals of the French Immersion Program. Statements of the school’s vision, mission and beliefs/values as well as planning documents should recognize second language learning as a vital component of a high-quality education and reflect the values and needs of the French Immersion Program within the school community. The process by which these documents are developed should include the broadest educational philosophies and promote ownership by all.

While they may find it easier in a French immersion school or a French immersion centre, even when the program is housed in a dual track setting, administrators can shape the school’s culture to fully support the goals of the French Immersion Program to enrich the education of all students and at the same time embrace differences.

The following strategies may be considered in creating a supportive school culture.

- **Use French as a language of communication whenever possible.** Using French in everyday situations helps to make the language more meaningful for students and gives them an added purpose for studying the language. French becomes more acceptable not only to the immersion students and their families but also to the entire school community. Some ideas include:
 - delivering some announcements over the public address system in French. The administrator with little or no French language skills can delegate this task to other individuals in the school who have the appropriate skills: a teacher, a parent, a student, or a school aide, perhaps on a rotating basis;
 - encouraging staff members to speak French amongst themselves, providing role models for the students;
 - making French evident inside and outside the school, e.g., signs (*bibliothèque/library*), displays of students’ work, and French background music or radio at noon hour; and
 - using French with pride during school assemblies and other activities, e.g., sing “O Canada” in French as well as in English.
- **Celebrate and promote cultural events that are important to the francophone community.** Encourage students and their families as well as staff members to participate in events such as the Festival du Voyageur. In a dual track setting, invite all students to participate. Extending an invitation to all members of the school community will increase harmony among the different programs. Encourage participation in theatre and musical presentations; invite artists and musicians to the school for all to enjoy. For a variety of opportunities, see:

“The French language must not be confined to the classroom! It must be brought out of the classroom and experienced as much as possible to lend credibility to what the teachers are doing inside the classroom, and to validate the language for the students.”
(Slevinsky, 1990)

Cahier d'activités culturelles

<http://www.edu.gov.mb.ca/m12/progcul/cahier.html>

and 233-ALLÔ

<http://www.sfm.mb.ca/233Allo.html>

- **Take advantage of all the community supports available to students in French.** Strategies that seek to show students and the greater school community that French is used in the local community will do much to support the goals of the French Immersion Program. When planning a field trip to a local site, for example, teachers should ensure that the tour can be given in French. Other initiatives include:
 - seeking community members with French language skills who might support a reading program for the primary grades;
 - bringing in local artists who use French as a language of communication; and
 - creating a partnership with a local French radio or television station where students participate on the air.
- **Facilitate good working relations among staff members.** The goals of the French Immersion Program are best achieved when all staff members of a school support them. Structuring activities where French immersion teachers talk and network with their colleagues (at the school and divisional levels) will help all staff members understand the program and may be an important first step to getting broader support. Principals should promote collaboration among staff members to create a professional learning community which understands the particularities of each program.
- **Promote French immersion as a program of choice for all students.** School administrators are in a position to promote the benefits of the program for all potential learners. In practical terms, administrators should ensure that the necessary support systems are in place for all students to succeed. These include support systems for students with special needs, library resources, French language software, etc. When the necessary support systems are offered, the objectives of the French Immersion Program can be met.

Staffing: Setting the Stage for Success

Since teachers have a considerable influence on the overall success of French immersion, staffing the program or school is perhaps the single most important responsibility of administrators. Consequently, administrators strive to select and maintain a team of staff members that have the necessary skills, knowledge and attitudes to support student learning in a French immersion milieu. (See Chapter 2.)

Interviewing Prospective Staff

What is their philosophy with respect to how children learn, particularly as it pertains to second language acquisition? One of the most important areas to consider is the candidate's philosophy of immersion learning. Ask them to talk



about the assumptions they make with respect to learning and to learning a second language in an immersion context (see Chapter 1 and Chapter 2). These assumptions may include the following:

- Learners learn their second language much like they learn their first language. As a result, they must actively participate in language rich activities that are meaningful to them.
- Learners must be exposed to a variety of authentic learning situations.
- Learners have to be given many opportunities to communicate. Priority should be given to the message before the form.
- Language teaching is important in all subject areas at all grade levels throughout the French Immersion Program. Students learn the French language, they learn about the French language and they learn through the French language (see Chapter 1).

What is the candidate’s approach to teaching a second language? Ask them to describe how they would approach their teaching in a French immersion situation. (See Chapter 1.) Do they see teaching in French immersion as being the same or different as teaching in a first language context? The teaching should correspond to the assumptions made about language learning. There should be some discussion about the role of transfers and interferences.

How will the candidate integrate French culture into their teaching? One of the goals of the French Immersion Program is to introduce the learners to francophone cultural life in Manitoba and the French-speaking world. Ask them to explain their vision of what it means to integrate French culture into their teaching.

How will the candidate evaluate his or her students? Evaluation strategies should reflect both their philosophy of learning and their philosophy of teaching. Ask them to explain the kinds of evaluations and assessments they plan to use and for what purposes.

What are their French language skills? Because French immersion teachers serve as models for students, they should have an excellent command of the language in which they will be teaching, French or English, and working knowledge of the other language. (See Chapter 2.) The oral language proficiency of candidates should be assessed. The committee may also want to assess potential candidates’ written language skills. The following question may be used to this end:

- *Que feriez-vous afin d’encourager l’apprenant en immersion française de continuer son développement langagier?*

Not all teachers proficient in French have the teaching methods that will allow them to be effective in the French immersion classroom. Furthermore, not all teachers have the French skills required to be effective French immersion teachers. Both of these elements must be considered when considering new staff.

What is their area of expertise or specialization? In addition to having excellent French language skills and second language teaching methods and an understanding of second language teaching methodology, French immersion teachers must be able to teach the knowledge, skills and attitudes identified for the different subjects. Although it is imperative that the teachers be competent in their specialization, it is important that they be flexible with respect to their teaching load, particularly at the secondary level where they may be asked to teach a wide variety of courses.

The previously mentioned criteria represent fundamental elements to be considered during the interview process. In addition to the above stated questions, an administrator may consider the following.

Explore the candidates' potential contribution to the overall success of the school. In addition to sound classroom teaching, staff members may contribute in the following areas:

- helping with the extra-curricular program;
- promoting the French Immersion Program;
- representing the school at the divisional level; and
- assuming leadership for a particular curricular area, e.g., mathematics, science, technology, drama, music.

What are their previous work experiences? As in any employment interview, administrators should probe the candidate's work record and check references. In the case of new teachers to the profession, it is important that faculty advisors be contacted.

Explore the candidate's own goals for maintaining and/or improving their French language proficiency. French immersion teachers may need to immerse themselves in a French language environment from time to time (e.g., Québec, New Brunswick, France) in order to maintain a high level of French language proficiency.

Explore the candidate's short-term and long-term career plans. For many school divisions/districts, recruitment and retention of French immersion teachers is a major concern. To address this issue, the interviewer may wish to provide an overview of the support systems and strategies in place for teachers. (See below Supporting Newly Hired Staff.)

Supporting Newly Hired Staff

Before beginning the task of supervising newly hired teachers, administrators should ensure that necessary supports are in place. To facilitate integration in the community and school milieu, new immersion teachers would benefit from:

- a welcoming and supportive environment. This may include:
 - social events to help them integrate into the school and community
 - assistance with finding appropriate housing
 - information on the community's values and attitudes

- vital information and documentation about the school. This may include:
 - school handbook
 - school routines
 - other school services
- access to the resources that will allow them to meet the learning outcomes of the curricula. This may include:
 - curriculum materials and basic resources
 - long-range plans
 - professional support (e.g. central office, experienced teachers, availability of professional development funds)
- knowledge of support systems in place to meet the needs or special needs of all students in French immersion classes. This may include:
 - school support team
 - divisional resources (human and financial)
 - materials

It is important to keep in mind that teachers new to the profession have particular needs. They come to a very demanding profession with much vim and vigour and yet, with very little experience. As a result, efforts must be made to ensure they are working in a supportive climate with opportunities to discuss with colleagues on a regular basis. Check with your school division to see if there are any guidelines in place for supporting new teachers. Administrators may refer to divisional policy which provides additional guidelines to support newly hired staff.

There are several Web sites that address the needs of French immersion teachers for research, networking, professional development and resources. Encourage your teachers to find and explore these. To start, try:

- *Association canadienne des professeurs d'immersion/Canadian Association of Immersion Teachers (ACPI/CAIT)* <http://www.acpi-cait.ca>
- Canadian Association of Second Language Teachers <http://www.caslt.org>
- Second Language Education Centre <http://www.unb.ca/slec>
- Ontario Institute for Studies in Education <http://www.oise.utoronto.ca>
- *Le Centre canadien des ressources sur l'enseignement des langues* <http://www.sfu.ca/ccrel>
- Center for Advanced Research on Language Acquisition <http://carla.umn.edu>
- Center for Applied Linguistics <http://www.cal.org>
- The American Council on the Teaching of Foreign Languages <http://www.actfl.org>
- American Association of Teachers of French <http://www.frenchteachers.org>
- Office of the Commissioner of Official Languages/*Commissariat aux langues officielles* <http://www.ocol-clo.gc.ca>

Supervising and Evaluating Staff

The administrator will supervise the teacher for both formative and summative purposes. Criteria for evaluating a French immersion teacher are similar to those for evaluating an English Program teacher. There are, however, certain criteria that are particular to the French immersion context.

The following areas may be considered when supervising and evaluating French immersion teachers at any grade level.

The teacher:

- respects the curriculum guides developed for the French Immersion Program;
- chooses language teaching strategies specific to second language acquisition:
 - structures activities which enable students to see and to hear language repeatedly in a meaningful context;
 - uses gestures, mimes and other body language cues appropriately to enhance communication;
 - allows sufficient time for students to express themselves (particularly when responding to questions);
 - provides corrective feedback in French; and
 - uses paralinguistic aids to help in comprehension in order to avoid reverting to English.
- shares with the learners the value of learning a second language;
- ensures that teaching materials are in French and are appropriate for the learners;
- encourages spontaneous use of the language through teacher-student and student-student interaction;
- establishes an environment where risk-taking to communicate in French is valued;
- uses French (written and spoken) at all times (English should only be used when the learners' emotional well-being or security is at risk or during English Language Arts.);
- encourages learners to speak in French to satisfy not only their academic needs but also their emotional and social needs; and
- invites guest speakers proficient in French into the classroom and organizes excursions in French to underline the authenticity of French as a language of communication outside the walls of the school.

Note: To assist with teacher evaluation, it is recommended that the administrator with limited French language proficiency seek support of a bilingual administrator or divisional personnel.

Meeting Professional Development Needs of Staff

In addition to regular professional development necessary for all teachers regardless of the program in which they teach, French immersion teachers may have several specific needs.

“When the teacher talks, the students do not talk... I wish to draw attention to the idea that whether the teacher talks or not is not a matter of preference or taste, but rather a matter of pedagogy — at least, in second-language immersion. There are many objectives to be accomplished by talking — students need to learn to understand; students need a model; students need to be told what to do either socially or academically; students need to be told information they did not have before. But the teacher should bear in mind that these objectives are achieved at the expense of providing an opportunity for students to talk and consequently the teacher should be asking him/herself whether he/she or the students should be doing the talking.”
(David S. Ireland)

Sally Rehorick, a professor in the Second Language Education Centre at the University of New Brunswick advises:

“...certain aspects of a French second-language class can, in fact, be observed more easily when one does not understand the language of instruction. Some aspects of the class become much more noticeable when the content of the discourse is not understandable.”

She goes on to explain that,

“In addition, a principal who wants to know more about the content of what is being taught should not hesitate to initiate discussions in English with either students or the teacher. Such discussions will in no way diminish the efforts of the class participants to learn their second language effectively.” (Rehorick, 1996, pp. 1-3)

Teachers need to ensure that their own French language skills are maintained. Remember that living in an English environment does not readily facilitate language growth and maintenance. French immersion teachers may want to pursue opportunities to immerse themselves in the language through enrolment in courses or programs in Manitoba, Québec, New Brunswick, or in another French-speaking country in order to maintain a high level of French language proficiency.

Note: French immersion educators need to be informed about the availability and scope of the bursaries for professional development and how to obtain these funds (see Chapter 3).

French immersion teachers must stay informed of research in the area of second language acquisition and of the pedagogical resources that are available.

It is important that administrators:

- encourage teachers to attend French immersion conferences and professional development sessions;
- provide opportunities for networking with other French immersion colleagues (see Chapter 4); and
- establish a professional development library collection for French immersion teachers including subscriptions to journals and magazines related to French immersion and second language learning.

Here are a few periodicals you will want to consider for your professional development library collection:

The Canadian Modern Language Review
University of Toronto Press – Journals Division
5201 Dufferin St., Toronto, ON M3H 5T8
eml@utpress.utoronto.ca
<http://www.utpjournals.com/cmlr/cmlr.html>

Le journal de l'immersion Journal
Association canadienne des professeurs
d'immersion/Canadian Association of
Immersion Teachers (ACPI/CAIT)
301-176 Gloucester Street,
Ottawa, ON K2P 0A6
bureau@acpi-cait.ca
<http://www.acpi-cait.ca>

L'Inform-Action
Éducatrices et éducateurs francophones
du Manitoba (EFM)
191 Harcourt Street,
Winnipeg, MB R3J 3H2
efm@mbteach.org
<http://www.efm-mts.org>

Education Canada
The Canadian Education Association/
L'association canadienne d'éducation

317 Adelaide St. W., suite 300
Toronto, ON M5V 1P9
publications@cea-ace.ca
<http://www.cea-ace.ca>

Réflexions
A theme-based journal published by the
Canadian Association of Second Language
Teachers (CASLT) CASLT National Office
201-57 Auriga Drive, Ottawa, ON K2E 8B2
admin@caslt.org

*Teachers of English as a Second Language
in Canada (TESL)*
TESL Canada
P.O. Box 44105, Burnaby, BC V5B 4Y2
admin@tesl.ca

*The American Council on Immersion
Education Newsletter*
University of Minnesota
619 Heller Hall,
271 19th Avenue S.
Minneapolis, MN 55455 USA

Organizing for Instruction



When organizing for instruction, consider the following:

- The more exposure students have to French through instruction and activities, the better their language skills tend to be.
- When planning for the purchase of instructional supports, ensure that appropriate funds are designated for the purchase of French textbooks and resource materials, French software, and other instructional resources.
- Any support program such as early literacy and enrichment programs must also be offered in French.
- At the secondary level, ensure that French is offered in each semester (that is, at all times throughout the year). Remember that French immersion students are required to complete a minimum number of credits that are taught in French at each level from Grade 9 to Grade 12. When timetabling, consider immersion students' needs and interests; for example, avoid scheduling the only French language arts course at the same time as the only band course.
- Ensure flexibility of organization so teachers may group and regroup students to meet the specific needs of the students and take advantage of teacher expertise.
- Accommodate student exchanges. For example, if students are going to be involved in the Manitoba-Québec exchange, schedule the timetable to accommodate it.
- Take advantage of alternative methods of course delivery, such as online and distance learning which may be available for students at the secondary level.
- Partnerships with postsecondary institutions may enhance learning opportunities. For example, consider offering a university level French course in Grade 12.
- With respect to the English Language Arts curriculum and the French Language Arts curriculum, many of the learning outcomes are similar. Teachers are encouraged to make effective use of their language arts time by avoiding unnecessary repetition. For example, if the teacher chooses to teach how to write a resume in French, it is not necessary to repeat that learning outcome in English. At the secondary level, where there may be two different teachers teaching the two language arts programs, it is important that they collaborate to ensure an interesting and diverse course for their students.

Establishing and Maintaining a Library



A library designed to support the French Immersion Program is important for any French immersion school. When planning for the library, administrators may consider the following areas:

- Is there a budget for developing and maintaining a French collection?
- When a person walks into the library, is the French language evident on walls, table displays and on signage?

- Can the students do a computer search in French? Can they sign out a book in French? Are they expected to speak French in the library?
- In the reference section, are there an appropriate number of French dictionaries, periodicals?
- In the collection, is there an appropriate quantity of French resources and do they match the expectations of the curricula? Are these materials age appropriate? Is fiction as well as non-fiction available in French?
- Do students have access to the library when required?
- Is reading at home with parents encouraged?
- Does the librarian have a working knowledge of French to facilitate working with the collection and the students?
- Does the school subscribe to French book clubs?
- Are book exchanges and the donation of used French books from the community encouraged to vary the collection?
- Are book lists prepared for French immersion parents and included in the school newsletter?



Responsibilities of Staff and Parent Councils

School Staff

In addition to providing instruction or supervision, all staff in a French immersion setting are ambassadors for the program. As such, they should have a general understanding of how French immersion works and be positive toward this program at all times in the school and the community.

Parent Council

The parent council acts in the interests of all partners in the school community to enhance student learning. This includes the French immersion students and parents. The parent council of a dual track school, to be truly effective and representative, will include among its members representatives from both programs offered in the school.

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6

WORKING WITH PARENTS IN FRENCH IMMERSION



Parents play a crucial role in the success of their children at school. This involvement starts at a very early age and continues through the child's school years. The key to parental involvement is interacting with the child in a positive and supportive manner and exposing him or her to a variety of rich learning experiences. Children must feel that they are capable of new learning. Because learning requires risk-taking, children must be willing to take risks. Those children who feel confident and capable are the ones who tend to take the risks inherent in all new learning. Talking with children, asking their opinions, taking an interest in their interests, congratulating their successes are simple but powerful examples of strategies parents use to support learning at home and at school. Early literacy experiences before children begin school can have a huge impact on the success of children at school. Reading, talking, listening and writing with children are fundamental to language development. Research has shown that rich language exposure correlates with language development and cognitive development (Hart & Risley, 1995). Although the kind of support parents offer to their children changes as children become teens, it is imperative that parents keep connected to their child's needs and interests. Not only are early literacy experiences important to the child's success, but ongoing family involvement during the school years improves student achievement and attitudes towards learning (Henderson & Berla, 1994).

Parents of French immersion students are often concerned they will not be able to help their children because they, the parents, do not understand French. Parents must be reassured that what is key in their involvement is providing a rich and supportive environment in the child's first language. The teachers will capitalise on the skills and attitudes developed in the first language and use those strengths to help develop competency in French. (See Chapter 1.)

The role of parents as partners in education and in promoting successful student learning has long been recognized in Manitoba as important. From its outset, the strong role of parents in promoting, establishing and supporting immersion programs has been critical to the extraordinary success of the French Immersion Program. Parents are valued partners in education. They have a right and a responsibility to be involved in their children's education. Enrolling a child in school in a language one doesn't speak is a challenge. Parents need to be kept well informed of their children's progress and of immersion research findings relative

to their grade level. Administrators need to encourage parental involvement to the benefit of the students and the school community.

Working with schools, families and communities is one of the key priorities of the K-12 Agenda for Education in Manitoba. (See Manitoba Education, Citizenship and Youth [MECY] document *Working Together: A Guide to Positive Problem Solving for Schools, Families, and Communities*, 2004.) Parents and educators need to work together to ensure that children have a positive French immersion educational experience.

For more information on the role of the family in children’s education, please visit the Harvard Family Research Project (<http://www.gse.harvard.edu/hfrp/index.html>). The following links are found at that site:

For early childhood:

<http://www.gse.harvard.edu/hfrp/projects/fine/resources/research/earlychildhood.html>

For elementary:

<http://www.gse.harvard.edu/hfrp/projects/fine/resources/research/elementary.html>

For adolescent:

<http://www.gse.harvard.edu/hfrp/projects/fine/resources/research/adolescent.html>



Parental Involvement at Home

As mentioned in the previous section, parents must be reassured that what is vital in their involvement is providing a rich and supportive environment in the child’s first language.

There are many ways parents can help their children develop literacy:

- Talk with your child. Ask the child to explain things, to justify an opinion. Ask open-ended questions. Encourage curiosity with questions such as “I wonder why...”
- Read to your child. Choose books beyond the child’s reading level to develop both oral and written language and to share the joys of reading. Choose books at the child’s reading level to encourage independent reading. Don’t forget, memorising a book is the first step in reading. Preview the book, read the book, talk about the book, reread the same books. Follow the text with your finger as you read.
- Read with your child. Read in unison with expression so your child can develop reading vocabulary and develop fluency. Try not to correct your child when errors occur unless it fundamentally changes the meaning of the text. You want to develop fluency and risk-taking. If you decide the error should be corrected, repeat the sentence with the error and ask the child if it makes sense. Encourage

the child to reread the sentence, ask what would make sense in the sentence, look for small words, and as a last resort, look at the letters.

- Write for your child. Have your child dictate a meaningful sentence or list (for example, a note for the tooth fairy, Santa, a thank you card, etc.) and write the words with the child. Learning how to connect sounds to letters is best achieved through listening to someone read or experimenting with writing. Encourage your child to write words and don't correct every error. You want to encourage fluency and risk-taking.
- Validate the importance of reading and writing. Take the opportunity to underline the role reading and writing has in the child's life. (Example: "It is a good thing you know how to write because Santa knew to bring you that car." "It is a good thing we can read because now we know what time the birthday party starts.") Let your child see you reading. Give positive feedback often. Success in reading is related to self confidence. Believe in your child and share that belief.

Curiosity is a key element in the learning process. Students need to learn to question the world around them. Parents can support their child's learning by interacting with them in a myriad of experiences through daily authentic activities such as:

- drawing, painting, dancing, playing music and role playing;
- measuring in recipes, managing an allowance, budgeting for a trip, playing cards;
- gardening, collecting insects, fishing, hiking;
- playing their sports, watching their sports, listening to their music, talking to their friends, asking about their day.

While a parent may have no personal knowledge of the French language, it is important that they demonstrate to their child the value of language learning. This can be done by providing resources in French or by accompanying the child in activities in French. Some suggestions for parental involvement in French may include:

- watching a television show or movie;
- listening to taped books, music or the radio;
- engaging in cultural activities such as the Festival du Voyageur;
- going to a French restaurant;
- facilitating trips to the library to borrow French resources;
- enrolling in a learn-to-speak French class;
- arranging a family trip to a French-speaking destination;
- providing information on exchange programs, work programs, bursaries or summer camps which are offered in French (see Chapters 3, 10, and 11).

In supporting families who have a first language other than English, administrators should encourage these parents to speak this language at home to foster strong language development in their first language. This will provide the students with a solid foundation on which to build second and third language skills, thus enlarging

their linguistic experience. Children only spend 11% of their time at school. They will have plenty of time to master the English language in English Language Arts classes, in the community, through the media such as television and radio, and in daily communication with their peers. Parents should be reminded to expose their children to their own traditions, folklore and stories to value their personal and cultural identity. Such actions increase knowledge and understanding of other cultures.

Parents can help a child to develop good study habits by setting aside some time every day for independent reading, doing homework assignments, and studying. French immersion parents can help with homework too. Many parents either have a limited background in French or do not speak the language. Regardless of the language, the purpose of homework is to reinforce learning or to extend learning that has begun in the classroom. The most important factor is the encouragement and the positive support a parent is able to give a child. Parents influence the attitude of their child to homework. Here are some practical suggestions for parents:

- Discuss with the teacher and the child the reason for homework. Ask what to expect and how much.
- Be informed about your child's assignments and tests.
- Provide a quiet, well-lighted place to work, away from distractions.
- Treat homework as the child's responsibility, with yourself as advisor or consultant.
- Set a regular period of homework time and if necessary, help the child organise his or her schedule.
- Follow up with your child. Ask how particular assignments or tests went.
- Develop with the child a system for remembering assignments and test dates so you can both know what is in the future.

Your child's progress and success is greatly influenced by the collaborative efforts of you, the parent, the teacher and your child. Continuous communication will maintain a good relationship.



Parental Involvement at the School and Divisional Levels

Parents can be involved at the school level by attending events organised by the school or by volunteering. They should be encouraged to attend school events such as Meet the Teacher evenings, school concerts, spring barbecues, performances, Parent Teacher Conferences or Student-led Conferences and assemblies. It is important that communication between the school and the home be open, ongoing and reciprocal in order to ensure that parents are well-informed.

Volunteering at the school is another way to be involved and to show support for learning. There are many opportunities for parental involvement which may include assisting the teacher with preparation of classroom resources, reading with children, helping in the library, helping with lunch activities, participating on a field trip, or

making a presentation to a class. In immersion classes and on school outings, it is important that the language be respected. Parents' attempts to use their limited French will demonstrate a positive attitude toward the new language and will encourage the children. It is, of course, acceptable to speak English in situations in which there is danger to be avoided or an immediate need to ensure understanding.

Most schools have School Partnership Councils such as Parent Advisory Councils on School Leadership, Parent Councils or other structures in which parents can have an active voice in school affairs. It is important that immersion parents are adequately represented on these committees.

The school board is the local political body responsible for making decisions at the divisional level. A parent can be actively involved either by being a board member or by presenting informational briefs to the school board to create awareness and knowledge about the French Immersion Program.

Communicating with Parents



This chapter has stressed the crucial role of parental involvement in the education of their children. It has provided a variety of strategies to involve parents both at home and at the school or divisional level. Communication is key to the success of parental involvement. Parents who are informed are more aware of their child's emotional, physical and academic well-being. They are able to develop a stronger parent/child relationship. Parents who are involved have more opportunities to voice opinions and to participate in decisions. They take ownership of decisions because they have a shared vision. As a result, they tend to be more confident.

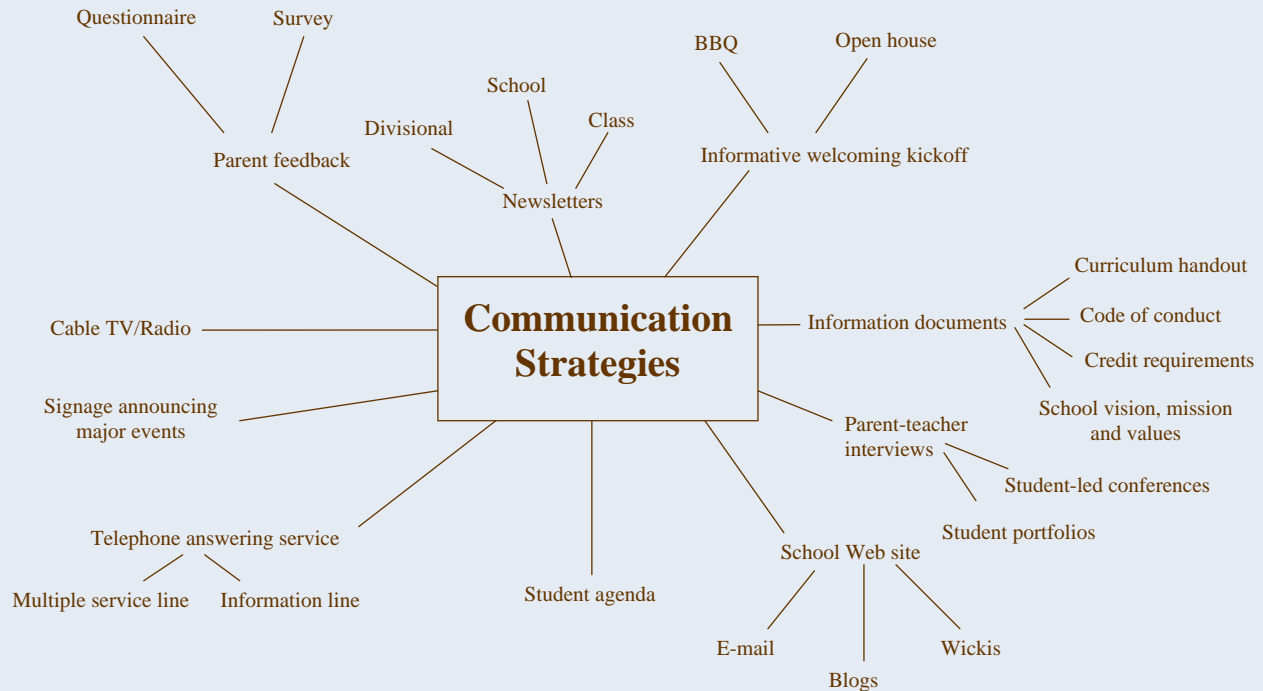
Administrators can foster parental involvement by inviting parents to be involved through written communication such as regular newsletters. Communicating school policies in writing reinforces the importance of parental involvement. Newsletters should also contain parenting tips, input from the Parent Council and recent French immersion research findings. Information forums and meetings around particular issues to get advice from the community can be very worthwhile. Providing meeting space, assisting with duplication and distribution of parent communication, and ensuring that the community receives immersion success stories can greatly enhance the program. Providing opportunities for students to share their successes with parents, both while in school and after graduation, can be very effective in promoting the French Immersion Program. Maintaining a parent resource library with useful information for parents and recent research about French immersion programming is another important way of communicating information to parents.

Parents should be kept well informed of their children's progress. Frequent communication, including regular report cards, newsletters, written communication to be signed and returned, and phone calls or e-mails to discuss progress should be routine. Positive notes to commend behaviour and academic achievement can go a

long way toward developing and maintaining parental support. Immersion parents want to know that their children are learning to communicate in French and that they are succeeding in the immersion environment.

Following is an array of suggestions intended to promote communication between families and schools.

Communication Strategies in a School Community



For more information, see MECY, *School Partnerships: A Guide for Parents, Schools and Communities*, 2005.



Other Useful Resources for Parents

French Immersion Program

http://www.edu.gov.mb.ca/k12/cur/fr_imm_pr.html

This site links you to all pertinent documents regarding the French Immersion Program in Manitoba.

Curriculum Information for Parents

http://www.edu.gov.mb.ca/k12/cur/parents/fr_imm/index.html

This site provides information to parents about what children learn by grade level and subject area from Kindergarten to Grade 8. It also provides links to other areas of interest for parents.

Parents, Families and Communities Reports

http://www.edu.gov.mb.ca/k12/cur/parent_reports.html

This site is a one stop window to all the information published by Manitoba Education, Citizenship and Youth intended for a parent and/or community audience.

Canadian Parents for French

National – <http://www.cpf.ca>

Provincial – <http://www.cpfmb.com>

CPF is a national volunteer organization that provides information services for parents about French Second Language learning in Canada. Each province has their own branch which supports parents locally.

French for Life

<http://www.frenchforlife.ca>

This site provides information for students, parents, teachers, and trustees/administrators to promote French Second Language education (FSL).

Healthy Child Manitoba

<http://www.gov.mb.ca/healthychild>

This site outlines the Early Childhood Development Continuum to support families and communities in helping children get the best possible start in life.

The Manitoba Association of Parent Councils (MAPC)

<http://www.mapc.mb.ca>

The Manitoba Association of Parent Councils is an organization of over 275 member groups throughout Manitoba. The goal of this association is to support, promote, and enhance meaningful involvement and participation of parents in order to improve the education and well-being of children in Manitoba.

Safe Schools Manitoba

<http://www.safeschoolsmanitoba.ca>

Safe Schools Manitoba is a partnership initiative of organizations committed to working together to enhance the safety of Manitoba's schools and communities. On this Web site, you will find many resources to help you understand, prevent and address problems that threaten the safety of young people.

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7

MANITOBA ENROLMENTS



A series of graphs and charts in this chapter are offered to provide additional information to support French immersion administrators. Manitoba Education, Citizenship and Youth collects annual statistics based on the September 30th enrolment in schools. The data collected is checked thoroughly to assure accuracy and authenticity. Subsequently, an extensive analysis leads to the preparation of the series of graphs and charts provided.

These graphs and charts are updated annually and will be added to the handbook document on the Web site.

MANITOBA ENROLMENTS (Public Schools Only - Excluding Special Education and Pre-Kindergarten Enrolments)

TOTAL PUBLIC SCHOOL POPULATION (excluding Special Education and Pre-Kindergarten Enrolments)

	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
K	14,399	14,487	14,655	14,588	13,929	13,928	13,764	13,543	12,919	12,338	12,310	12,192	12,043	11,873
1	14,688	14,751	14,971	15,100	14,971	14,436	14,340	14,292	13,950	13,360	12,783	12,659	12,621	12,463
2	14,757	14,364	14,418	14,598	14,582	14,647	14,094	13,986	14,026	13,767	13,304	12,712	12,577	12,509
3	14,729	14,553	14,126	14,211	14,430	14,431	14,538	14,022	13,893	14,017	13,845	13,360	12,665	12,539
4	14,613	14,610	14,458	14,048	13,967	14,289	14,378	14,521	13,997	13,891	14,094	13,886	13,402	12,687
5	14,485	14,448	14,526	14,370	13,941	13,848	14,279	14,427	14,479	14,005	14,041	14,268	13,926	13,393
6	14,266	14,370	14,382	14,526	14,336	13,969	13,870	14,368	14,458	14,573	14,133	14,164	14,345	13,968
7	14,241	14,215	14,390	14,432	14,453	14,348	13,993	13,899	14,398	14,524	14,691	14,161	14,193	14,298
8	13,906	14,073	14,084	14,269	14,278	14,279	14,469	13,992	13,881	14,346	14,556	14,692	14,164	14,254
9	14,472	14,268	14,714	14,837	15,074	15,122	15,182	15,264	14,968	14,746	15,294	15,321	15,418	14,969
10	14,993	14,798	14,920	14,951	14,958	15,155	15,234	15,193	15,270	14,791	14,725	15,059	15,245	15,337
11	14,193	13,939	13,782	13,676	14,097	14,197	14,327	14,078	14,216	14,385	14,108	14,238	14,599	14,672
12	18,615	17,941	17,963	17,555	17,964	18,739	15,768	16,871	17,193	16,840	16,995	16,279	15,680	15,751
Total	192,357	190,817	191,389	191,161	190,980	191,388	188,236	188,456	187,648	185,583	184,879	182,991	180,878	178,713

FRENCH IMMERSION PROGRAM (excluding Special Education and Pre-Kindergarten Enrolments)

	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
K	1,971	2,032	1,968	1,958	1,808	1,758	1,810	1,882	1,851	1,829	1,820	1,912	1,903	1,956
1	1,952	1,938	1,966	1,974	1,918	1,754	1,733	1,820	1,890	1,837	1,816	1,840	1,939	1,924
2	1,857	1,801	1,803	1,784	1,776	1,730	1,620	1,608	1,696	1,732	1,730	1,681	1,686	1,803
3	1,907	1,752	1,651	1,654	1,623	1,610	1,597	1,482	1,468	1,569	1,615	1,621	1,552	1,594
4	1,911	1,824	1,668	1,543	1,533	1,474	1,487	1,483	1,378	1,382	1,489	1,533	1,518	1,466
5	1,814	1,796	1,718	1,547	1,422	1,420	1,398	1,408	1,384	1,317	1,327	1,417	1,455	1,414
6	1,670	1,743	1,674	1,599	1,441	1,305	1,335	1,293	1,308	1,309	1,240	1,253	1,320	1,376
7	1,487	1,509	1,568	1,526	1,388	1,317	1,272	1,237	1,231	1,261	1,271	1,217	1,228	1,301
8	1,343	1,444	1,392	1,437	1,424	1,271	1,247	1,199	1,156	1,171	1,196	1,209	1,143	1,153
9	1,192	1,142	1,264	1,214	1,230	1,237	1,075	1,034	1,059	1,056	1,078	1,049	1,124	1,070
10	882	939	903	1,053	1,035	1,023	1,046	947	962	991	924	979	956	1,037
11	713	787	788	769	888	885	928	951	865	868	880	880	921	914
12	631	678	733	720	712	847	813	851	911	852	863	838	859	863
Total	19,330	19,385	19,096	18,778	18,198	17,631	17,361	17,195	17,159	17,174	17,249	17,429	17,604	17,871

FRANÇAIS PROGRAM (excluding Special Education and Pre-Kindergarten Enrolments)

	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
K	415	423	448	417	442	453	438	443	428	429	426	415	433	484
1	412	449	447	463	440	439	460	439	438	422	416	423	418	430
2	483	406	444	452	455	427	436	456	432	438	429	432	429	423
3	470	484	392	442	447	437	435	433	458	432	434	419	420	431
4	437	457	474	392	438	421	437	444	433	450	432	443	421	425
5	482	444	460	470	388	433	432	436	440	433	449	429	438	411
6	460	467	437	455	464	374	436	425	430	432	438	437	423	441
7	510	467	475	435	443	450	357	436	419	418	420	420	430	413
8	421	479	465	464	401	435	439	357	427	411	419	407	400	424
9	461	422	416	432	399	379	395	406	328	366	345	357	354	359
10	378	395	390	369	358	358	328	355	366	284	316	343	338	334
11	343	374	388	369	343	341	335	316	325	349	274	305	327	333
12	330	342	361	387	360	345	391	362	325	351	373	300	321	345
Total	5,602	5,609	5,597	5,547	5,378	5,292	5,319	5,308	5,249	5,215	5,171	5,130	5,152	5,253

ENGLISH PROGRAM (excluding Special Education and Pre-Kindergarten Enrolments)

	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
K	12,013	12,032	12,239	12,213	11,679	11,717	11,516	11,218	10,640	10,080	10,064	9,865	9,707	9,433
1	12,324	12,364	12,558	12,663	12,613	12,243	12,147	12,033	11,622	11,101	10,551	10,396	10,264	10,109
2	12,417	12,157	12,171	12,362	12,351	12,490	12,038	11,922	11,898	11,597	11,145	10,599	10,462	10,283
3	12,352	12,317	12,083	12,115	12,360	12,384	12,506	12,107	11,967	12,016	11,796	11,320	10,693	10,514
4	12,265	12,329	12,316	12,113	11,996	12,394	12,454	12,594	12,186	12,059	12,173	11,910	11,463	10,796
5	12,189	12,208	12,348	12,353	12,131	11,995	12,449	12,583	12,655	12,255	12,265	12,422	12,033	11,568
6	12,136	12,160	12,271	12,472	12,431	12,290	12,099	12,650	12,720	12,832	12,455	12,474	12,602	12,151
7	12,244	12,239	12,347	12,471	12,622	12,581	12,364	12,226	12,748	12,845	13,000	12,524	12,535	12,584
8	12,142	12,150	12,227	12,368	12,453	12,573	12,783	12,436	12,298	12,764	12,941	13,076	12,621	12,677
9	12,819	12,704	13,034	13,191	13,445	13,506	13,712	13,824	13,581	13,324	13,871	13,915	13,940	13,540
10	13,733	13,464	13,627	13,529	13,565	13,774	13,860	13,891	13,942	13,516	13,485	13,737	13,951	13,966
11	13,137	12,778	12,606	12,538	12,866	12,971	13,064	12,811	13,026	13,168	12,954	13,053	13,351	13,425
12	17,654	16,921	16,869	16,448	16,892	17,547	14,564	15,658	15,957	15,637	15,759	15,141	14,500	14,543
Total	167,425	165,823	166,696	166,836	167,404	168,465	165,556	165,953	165,240	163,194	162,459	160,432	158,122	155,589

BASIC FRENCH (excluding Special Education and Pre-Kindergarten Enrolments)

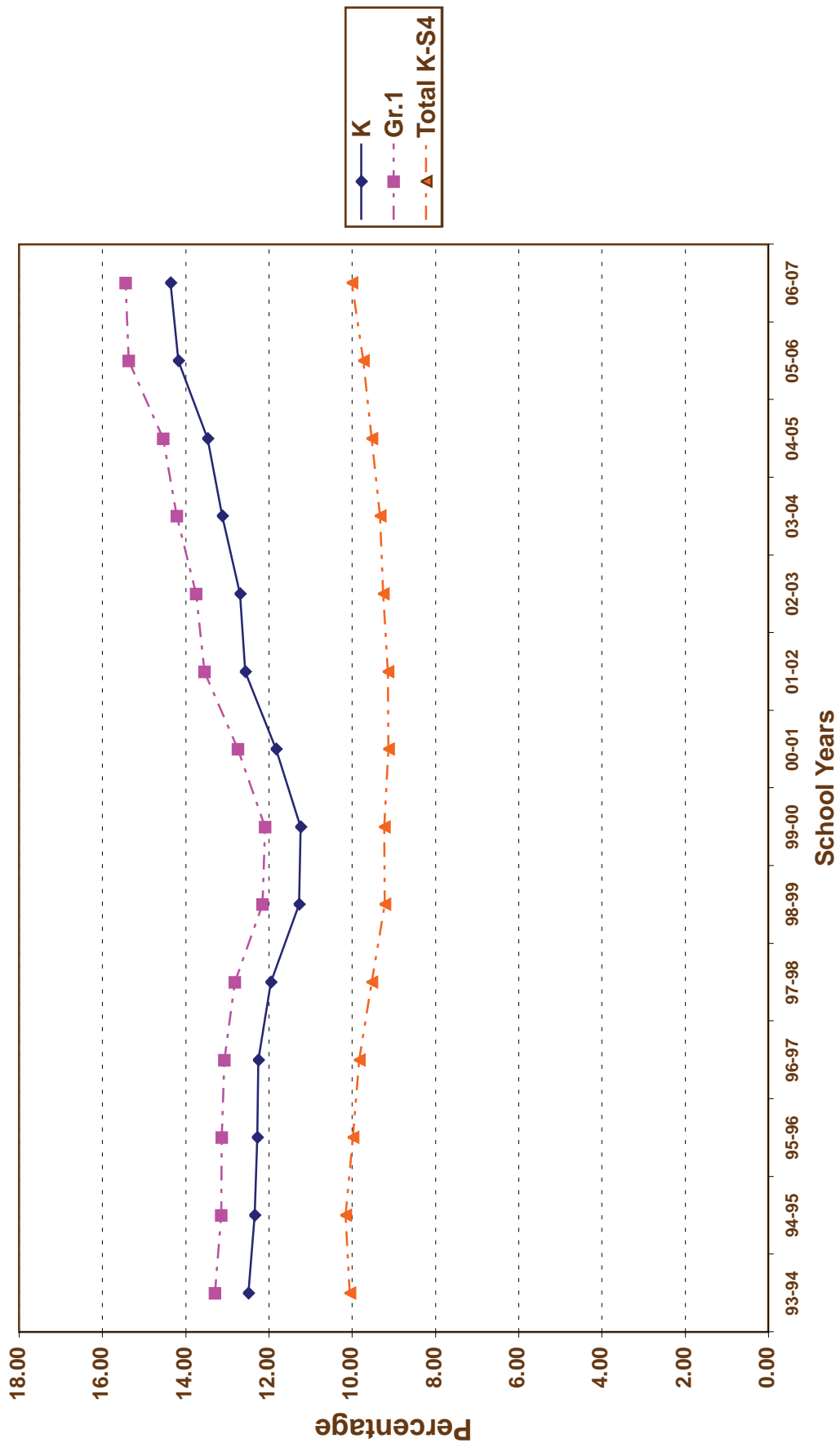
	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03r	03-04	04-05	05-06	06-07
K	2,147	2,364	1,815	1,893	1,806	1,721	1,681	1,987	1,902	1,916	2,026	2,115	1,973	2,137
1	4,493	4,216	3,983	3,885	4,106	3,883	3,704	3,548	3,715	3,363	3,296	3,242	3,221	3,221
2	4,697	4,341	3,850	3,955	4,108	3,984	3,808	3,637	3,728	3,667	3,498	3,351	3,409	3,349
3	4,760	4,840	4,094	4,093	4,609	4,457	4,060	3,870	4,021	3,832	4,044	3,731	3,630	3,695
4	11,075	11,038	10,841	10,712	10,450	10,758	10,684	10,758	10,314	10,171	10,399	10,117	9,790	9,098
5	10,938	10,978	10,829	10,882	10,637	10,449	10,735	10,733	10,802	10,461	10,282	10,601	10,243	9,835
6	10,835	10,888	10,746	10,901	10,762	10,555	10,339	10,746	10,826	10,892	10,457	10,293	10,728	10,229
7	9,945	9,810	9,439	9,459	9,568	9,414	9,431	9,183	9,497	9,551	9,587	9,188	9,201	9,104
8	9,235	9,140	8,718	8,732	8,786	8,566	8,790	8,730	8,474	8,715	8,805	8,834	8,831	8,699
9	6,615	6,531	6,091	5,354	4,929	4,384	4,204	4,176	3,938	4,007	4,221	3,792	4,342	3,750
10	3,824	3,512	3,338	2,865	2,572	2,309	2,228	2,240	2,074	2,116	2,128	2,086	2,017	2,127
11	2,582	2,274	1,885	1,829	1,619	1,471	1,373	1,423	1,356	1,220	1,228	1,327	1,356	1,372
12	1,848	1,757	1,536	1,232	1,140	1,096	1,093	960	1,060	898	801	915	898	949
Total	82,994	81,689	77,165	75,792	75,092	73,047	72,130	71,991	71,707	70,809	70,772	69,592	69,639	67,565

MANITOBA ENROLMENTS (Independent Schools only - excl. Special Education and Pre-Kindergarten Enrolments)

BASIC FRENCH (Independent Schools only - excluding Special Education and Pre-Kindergarten Enrolments)

	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
M / K	----	----	----	----	----	----	----	----	314	380	416	467	474	427
1	----	----	----	----	----	----	----	----	613	597	625	578	649	615
2	----	----	----	----	----	----	----	----	645	628	649	646	586	641
3	----	----	----	----	----	----	----	----	681	649	750	710	681	651
4	----	----	----	----	----	----	----	----	817	814	797	850	793	752
5	----	----	----	----	----	----	----	----	833	771	826	853	786	843
6	----	----	----	----	----	----	----	----	743	782	821	869	802	877
7	----	----	----	----	----	----	----	----	937	845	908	927	895	917
8	----	----	----	----	----	----	----	----	815	880	845	871	866	906
9	----	----	----	----	----	----	----	----	668	661	656	667	607	660
10	----	----	----	----	----	----	----	----	388	428	385	418	421	336
11	----	----	----	----	----	----	----	----	210	190	200	207	246	201
12	----	----	----	----	----	----	----	----	146	162	128	137	147	128
Total	----	----	----	----	----	----	----	----	7,810	7,787	8,006	8,200	7,953	7,954

Proportion of Manitoba's Public Schools Students Enrolled in French Immersion - Trend



LIST OF MANITOBA SCHOOL DIVISIONS / DISTRICTS OFFERING THE FRENCH IMMERSION PROGRAM
2007-2008 SCHOOL YEAR

(Single Track indicates either a French Immersion School or French Immersion Centre / Mileu School)

School Division/District or School	Program	Track	Grades	Address	City / Postal code	Phone	Fax
Border Land			K - 9	P.O. Box 390, 120 - 9th Street North West	Altona MB R0G 0B0	(204) 324-6491	(204) 324-1664
Ecole élémentaire Elmwood Elementary	Early	Dual	K - 3	P.O. Box 1297	Altona MB R0G 0B0	(204) 324-8611	(204) 324-8167
Ecole West Park School	Early	Dual	4 - 7	P.O. Box 360	Altona MB R0G 0B0	(204) 324-5319	(204) 324-5229
Brandon			K - 12	1031 - 6th Street	Brandon MB R7A 4K5	(204) 729-3100	(204) 727-2217
Ecole New Era School	Early	Dual	K - 8	527 Louise Avenue	Brandon MB R7A 0X1	(204) 729-3161	(204) 728-1878
Ecole secondaire Neelin High School	Early	Dual	9 - 12	1020 Brandon Avenue	Brandon MB R7A 1K6	(204) 729-3180	(204) 726-5813
Ecole O'Kelly School	Early	Dual	K - 4	P.O. Box 70	Shilo MB R0K 2A0	(204) 765-7900	(204) 765-2589
Flin Flon			K - 12	9 Terrace Avenue	Flin Flon MB R8A 1S2	(204) 681-3413	(204) 681-3417
Ecole McIsaac School	Early	Dual	K - 8	336 Princess Boulevard	Flin Flon MB R8A 0X2	(204) 687-7578	(204) 687-5145
Institut collégial Hapnot Collegiate	Early	Dual	9 - 12	115 Green Street	Flin Flon MB R8A 0P7	(204) 687-7506	(204) 687-8667
Kelsey			K - 12	P.O. Box 4700, 322 Edwards Avenue	The Pas MB R9A 1R4	(204) 623-6421	(204) 623-7704
Ecole Oasquia School	Early	Dual	K - 6	P.O. Box 4600	The Pas MB R9A 1R2	(204) 623-3459	(204) 623-6599
Ecole Scott Baernan Middle School	Early	Dual	6 - 8	P.O. Box 4300	The Pas MB R9A 1R2	(204) 623-3411	(204) 623-6276
Institut collégial Margaret Barbour Collegiate	Early	Dual	9 - 12	P.O. Box 1169, 429 Smith Avenue	The Pas MB R9A 1P9	(204) 623-3485	(204) 623-3139
Lord Selkirk			K - 12	205 Mercy Street	Selkirk MB R1A 2C8	(204) 482-5942	(204) 482-3000
Ecole sec. rég. Lord Selkirk Reg. Sec. School	Early	Dual	10 - 12	221 Mercy Street	Selkirk MB R1A 2C8	(204) 482-6926	(204) 785-2571
Ecole Selkirk Junior High	Early	Dual	7 - 9	516 Stanley Avenue	Selkirk MB R1A 0S1	(204) 785-8514	(204) 482-1248
Ecole Bonaventure	Early	Single	K - 6	516A Stanley Avenue	Selkirk MB R1A 0S1	(204) 785-8284	(204) 482-8370
Louis Riel			K - 12	900 St. Mary's Road	Winnipeg MB R2M 3R3	(204) 257-7827	(204) 256-8553
Ecole Marie-Anne-Gaboury	Early	Single	K - 8	50 Hastings Boulevard	Winnipeg MB R2M 2E3	(204) 253-9704	(204) 256-5541
Ecole Varennes	Early	Single	K - 8	22 Varennes Avenue	Winnipeg MB R2M 0N1	(204) 253-1375	(204) 253-7202
Ecole Guyot	Early	Single	K - 6	400 Willow Lake Crescent	Winnipeg MB R2J 3K2	(204) 257-2540	(204) 257-2542
Ecole Henri-Bergeon	Early	Single	K - 6	363 Enfield Crescent	Winnipeg MB R2H 1G6	(204) 233-7079	(204) 233-3149
Ecole Howden	Early	Single	K - 6	150 Howden Road	Winnipeg MB R2J 1L3	(204) 257-0656	(204) 257-3244
Collège Beliveau	Early	Single	7 - 12	296 Speers Road	Winnipeg MB R2J 1N7	(204) 255-3205	(204) 255-0692
Ecole Saint-Germain	Early	Single	K - 8	77 John Forsyth Road	Winnipeg MB R2N 1R3	(204) 254-0120	(204) 253-7981
Ecole Van Belleghem	Early	Single	K - 6	10 Vermillion Road	Winnipeg MB R2J 2T1	(204) 255-1134	(204) 255-1160
Collège Jeanne-Sauvé	Early	Single	9 - 12	1128 Dakota Street	Winnipeg MB R2N 3T8	(204) 257-0124	(204) 256-0867
Ecole Julie-Riel	Early/Middle	Single	K - 8	316 Ashworth Street	Winnipeg MB R2N 2L7	(204) 253-2363	(204) 253-6120
Mountain View			K - 12	505 Main Street South	Dauphin MB R7N 1L3	(204) 638-3001	(204) 638-7250
Ecole sec. rég. Dauphin Reg. Sec. School	Early	Dual	9 - 12	330 Mountain Road North	Dauphin MB R7N 2V6	(204) 638-4629	(204) 638-4671
Ecole Mackenzie Junior High	Early	Dual	7 - 8	212 - 1st Street North East	Dauphin MB R7N 1B7	(204) 638-3323	(204) 638-4810
Ecole MacNeill	Early	Single	K - 6	312 Sandy Street	Dauphin MB R7N 0K9	(204) 638-3942	(204) 638-3978
Mystery Lake			K - 12	408 Thompson Drive North	Thompson MB R8N 0C5	(204) 677-6150	(204) 677-9528
Ecole Riverside School	Early	Dual	K - 8	119 Riverside Drive	Thompson MB R8N 0X1	(204) 677-6115	(204) 677-4823
Institut collégial R.-D.-Parker Collegiate	Early	Dual	9 - 12	272 Thompson Drive North	Thompson MB R8N 0X1	(204) 677-6200	(204) 778-5050

Pembina Trails	K - 12	181 Henlow Bay	Winnipeg MB R3Y-1M7	(204) 488-1757	(204) 487-3667	plswbinfo@pembinatrails.ca
Institut collégial Vincent-Massey Collegiate	Dual	975 Dowker Avenue	Winnipeg MB R3T 1R7	(204) 453-8023	(204) 284-0448	vinc@pembinatrails.ca
Ecole Viscount-Alexander	Single	810 Waterford Avenue	Winnipeg MB R3T 1G7	(204) 452-8945	(204) 474-5131	viscountalexander@pembinatrails.ca
Ecole Dieppe	Single	530 Dieppe Road	Winnipeg MB R3R 1C4	(204) 869-1034	(204) 869-2480	dieppe@pembinatrails.ca
Ecole Crane	Single	888 Crane Avenue	Winnipeg MB R3T 1T9	(204) 453-0539	(204) 477-0783	
Ecole Saint-Avila	Single	633 Patricia Avenue	Winnipeg MB R3T 3A8	(204) 269-5677	(204) 269-3769	stavila@pembinatrails.ca
Ecole secondaire Oak Park High School	Dual	820 Corydon Avenue	Winnipeg MB R3R 1K6	(204) 895-7221	(204) 895-6609	tuxedopark@pembinatrails.ca
Ecole Tuxedo Park	Dual	2300 Corydon Road	Winnipeg MB R3P 0N6	(204) 869-6889	(204) 869-3609	tuxedopark@pembinatrails.ca
Ecole Charleswood Junior High	Dual	505 Oakdale Drive	Winnipeg MB R3R 0Z9	(204) 869-9332	(204) 896-3860	charleswood@pembinatrails.ca
Ecole Van Wallegheem School	Dual	1 Pincemere Road	Winnipeg MB R3P 1J5	(204) 489-0995	(204) 489-3792	
Portage la Prairie	K - 12	535 - 3rd Street North West	Portage la Prairie MB R1N 2C4	(204) 857-8756	(204) 239-5988	
Inst. coll. Portage Collegiate	Dual	65 - 3rd Street South West	Portage la Prairie MB R1N 2B6	(204) 857-6843	(204) 239-5905	
Ecole Arthur Meighen School	Dual	201 River Road	Portage la Prairie MB R1N 3W2	(204) 857-3405	(204) 239-6943	
Ecole Crescentview School	Dual	751 Crescent Road East	Portage la Prairie MB R1N 0Y2	(204) 867-3475	(204) 239-6930	
Prairie Rose	K - 12	45 Main Street South	Carman MB R0G 0J0	(204) 745-2003	(204) 745-3699	prsd@cici.mb.ca
Inst. coll. Saint-Paul's Collegiate	Dual	P.O. Box 70	Elie MB R0H 0H0	(204) 353-2084	(204) 353-2624	steoff@prairieosemb.ca
Ecole Saint-Eustache	Single	P.O. Box 182	Saint Eustache MB R0H1H0	(204) 353-2869	(204) 353-2137	prspint@mts.net
Prairie Spirit	K - 8	P.O. Box 77, 152 Broadway Avenue West	Pilot Mound MB R0G 1P0	(204) 825-2721	(204) 825-2725	
Ecole Somerset School	Single	P.O. Box 250	Somerset MB R0G 2L0	(204) 744-2751	(204) 744-2054	somerset@prspint.ca
Red River Valley	K - 12	P.O. Box 400, 233 Main Street	Morris MB R0G 1K0	(204) 746-2317	(204) 746-2785	centraloffice@rvsrd.ca
Institut collégial Saint-Pierre Collegiate	Single	P.O. Box 188	Saint-Pierre-Jolys MB R0A 1V0	(204) 433-7938	(204) 433-7412	spierre@rvsrd.mb.ca
Ecole Héritage Immersion	Single	P.O. Box 489	Saint-Pierre-Jolys MB R0A 1V0	(204) 433-3460	(204) 433-7175	heritage@rvsrd.mb.ca
River East Transcona	K - 12	589 Roch Street	Winnipeg MB R2K 2P7	(204) 667-7130	(204) 661-5618	
Ecole Centrale	Single	604 Day Street	Winnipeg MB R2C 1B6	(204) 958-6426	(204) 222-4873	
Institut collégial Miles-MacDonnell High School	Dual	757 Roch Street	Winnipeg MB R2K 2R1	(204) 667-1103	(204) 654-3803	
Ecole Springfield Heights School	Dual	505 Sharon Bay	Winnipeg MB R2G 0H8	(204) 663-5078	(204) 668-9285	springfieldheights@sh.reisd.mb.ca
Ecole Regent Park	Single	411 Maroz Street	Winnipeg MB R2C 2X4	(204) 958-6830	(204) 222-4885	ecolecentrepark@erp.reisd.mb.ca
Ecole Munroe Junior High	Single	405 Munroe Avenue	Winnipeg MB R2K 1N5	(204) 661-4451	(204) 667-6211	munroe@mun.reisd.mb.ca
Ecole John-Henderson Junior High	Dual	930 Brazier Street	Winnipeg MB R2K 2P3	(204) 661-2503	(204) 668-9353	johnhenderson@jh.reisd.mb.ca
Ecole Neil-Campbell School	Dual	845 Gaispille Street	Winnipeg MB R2K 2V5	(204) 661-2846	(204) 668-9251	neilcampbell@ncr.reisd.mb.ca
Ecole Salisbury-Morse Place School	Dual	795 Prince Rupert Avenue	Winnipeg MB R2K 1W6	(204) 668-9304	(204) 668-9380	salisburymorseplace@sm.reisd.mb.ca
Ecole Margaret-Underhill	Single	25 Regina Place	Winnipeg MB R2C 0S5	(204) 958-6832	(204) 222-4988	ecolemargaretunderhill@emu.reisd.mb.ca
Ecole Sun-Valley School	Dual	125 Sun Valley Drive	Winnipeg MB R2G 2W4	(204) 663-7664	(204) 668-9360	sunvalley@sv.reisd.mb.ca
Collège Pierre-Elliott-Trudeau	Single	216 Redonda Street	Winnipeg MB R2C 1L6	(204) 958-6888	(204) 222-4883	
Seine River	K - 12	475 - A Senez Street	Lorette MB R0A 0Y0	(204) 878-4713	(204) 878-4717	srsd@srsd.mb.ca
Collège Lorette Collegiate	Dual	1082 Dawson Road	Lorette MB R0A 0Y0	(204) 878-2887	(204) 878-3582	clc@srsd.mb.ca
Collège Saint-Norbert Collegiate	Dual	870 Sainte Thérèse Avenue	Saint Norbert MB R3V 1H8	(204) 269-4920	(204) 269-9969	snc@srsd.mb.ca
Ecole Sainte-Anne Immersion	Single	167 St. Alphonsine Avenue	Sainte Anne MB R9H 1G3	(204) 422-8762	(204) 422-8498	sai@srsd.mb.ca
Ecole Saint-Norbert Immersion	Single	900 Sainte Thérèse Avenue	Saint Norbert MB R3V 1H8	(204) 261-4430	(204) 269-0935	snl@srsd.mb.ca
Ecole Saint-Adolphe School	Dual	444 La Sene Street	Saint Adolphe MB R5A 1C2	(204) 863-2182	(204) 863-2612	sas@srsd.mb.ca
Ecole Ile-des-Chênes School	Dual	P.O. Box 520, 455 D'Auteuil Street	Ile-des-Chênes MB R0A 0T0	(204) 878-2898	(204) 878-3491	ic@srsd.mb.ca
Ecole Lorette Immersion	Single	475 Senez Street	Lorette MB R0A 0Y0	(204) 878-4233	(204) 878-4237	eli@srsd.mb.ca

Seven Oaks										
École comm. James-Nispet Comm. School	Early	Dual		K - 5	70 Doubleday Drive	Winnipeg MB R2P 0P4	(204) 633-8870	(204) 632-6136		
Institut collégial Garden City Collegiate	Early	Dual		K - 12	711 Jefferson Avenue	Winnipeg MB R2V 0P7	(204) 339-2058	(204) 334-7252		
École Belmont	Early	Single		K - 5	525 Belmont Avenue	Winnipeg MB R2V 0Z6	(204) 338-7893	(204) 334-7110		
École Constable Edward-Finney School	Early	Dual		K - 5	25 Anglia Avenue	Winnipeg MB R2P 2R1	(204) 694-8688	(204) 697-0139		
École comm. Leila North Comm. School	Early	Dual		6 - 8	20 Allan Blye Drive	Winnipeg MB R2P 2S5	(204) 694-8071	(204) 694-8383		
École comm. Riverbend Comm. School	Early	Dual		K - 5	123 Red River Boulevard West	Winnipeg MB R2V 3X9	(204) 334-8417	(204) 334-9031		
École Seven Oaks Middle School	Early	Dual		6 - 8	800 Salter Street	Winnipeg MB R2V 2E6	(204) 586-0327	(204) 589-0121		
St. James-Assiniboia										
Inst. coll. Sturgeon Heights Collegiate	Early	Dual		K - 12	2574 Portage Avenue	Winnipeg MB R3J 0H8	(204) 888-7951	(204) 831-0859		
École Assiniboine	Early	Single		K - 5	2665 Ness Avenue	Winnipeg MB R3J 1A5	(204) 888-0684	(204) 889-0796		
École Barnavine	Early	Single		K - 5	175 Winston Road	Winnipeg MB R3J 1N1	(204) 885-2216	(204) 885-2217		
École Golden Gate	Early	Dual		6 - 8	363 Thompson Drive	Winnipeg MB R2V 3E5	(204) 888-1101	(204) 832-9199		
École Robert-Browning	Early	Single		K - 5	330 Bruce Avenue	Winnipeg MB R3J 0V8	(204) 837-5808	(204) 889-9598		
Sunrise										
École Edward-Schreyer School	Early	Dual		6 - 12	130 Browning Boulevard	Winnipeg MB R3K 0L8	(204) 837-8381	(204) 837-8382		
École Powerview School	Early	Dual		K - 12	P.O. Box 1206	Beauséjour MB R0E 0C0	(204) 268-6500	(204) 268-4149		
École élémentaire Beauséjour Elem. School	Early	Dual		K - 5	P.O. Box 20	Beauséjour MB R0E 0C0	(204) 268-2423	(204) 268-1157		
École Dugald School	Early	Dual		K - 8	P.O. Box 157	Powerview MB R0E 1P0	(204) 367-2296	(204) 367-2773		
Swan Valley										
École Swan River South School	Early	Dual		K - 8	P.O. Box 869	Beauséjour MB R0E 0C0	(204) 268-2664	(204) 268-4256		
École sec. rég. Swan Valley Reg. Sec. School	Early	Dual		9 - 12	543 Holland Street	Dugald MB R0E 0K0	(204) 853-7929	(204) 853-7395		
Western										
Institut collégial Morden Collegiate	Early	Dual		K - 12	P.O. Box 995, 1481 - 3rd Street North	Swan River MB R0L 1Z0	(204) 734-4531	(204) 734-2273		
École Morden Middle School	Early	Dual		K - 8	P.O. Box 1059	Swan River MB R0L 1Z0	(204) 734-4518	(204) 734-3969		
École élem. Maple Leaf Elementary School	Early	Dual		K - 4	P.O. Box 5000	Swan River MB R0L 1Z0	(204) 734-4511	(204) 734-3855		
Winnipeg										
École Sacré-Cœur	Early	Single		K - 8	215 - 12th Street	Morden MB R6M 1X4	(204) 822-4448	(204) 822-4262		
École J.-B.-Mitchell School	Early	Dual		K - 6	345 - 5th Street	Morden MB R6M 1Z1	(204) 822-4425	(204) 822-6455		
École Garden Grove School	Early	Dual		5 - 8	150 Wardrop School	Morden MB R6M 1Z2	(204) 822-6225	(204) 822-4662		
École River Heights School	Early / Late	Dual		7 - 8	225 - 12th Street	Morden MB R6M 1Z3	(204) 822-4458	(204) 822-5491		
École secondaire Sister High School	Early	Single		K - 8	1577 Wall Street East	Winnipeg MB R3E 2S5	(204) 775-0231	(204) 772-6464		
École Lansdowne Immersion	Early / Late	Dual		9 - 12	809 Furdy Street	Winnipeg MB R3A 1T2	(204) 775-2574	(204) 783-0854		
École secondaire Kelvin High School	Early	Dual		K - 6	1720 John Biebeuf Place	Winnipeg MB R3N 0M1	(204) 488-4517	(204) 488-1465		
École Lauria-Second School	Early	Dual		K - 6	2340 Burrows Avenue	Winnipeg MB R2R 1W1	(204) 633-6477	(204) 632-6032		
École George V School	Early	Dual		K - 6	1350 Grosvenor Avenue	Winnipeg MB R3M 0P2	(204) 488-7090	(204) 488-6421		
École Riverview School	Early	Single		K - 6	1360 Redwood Avenue	Winnipeg MB R2X 0Z1	(204) 589-8321	(204) 586-0625		
École La Vérendrue Immersion	Early	Single		K - 6	715 Wigninton Avenue	Winnipeg MB R2X 2G2	(204) 338-7039	(204) 334-3561		
École Robert-H. Smith School	Early	Single		K - 6	155 Kingsway Avenue	Winnipeg MB R3M 0C3	(204) 474-1492	(204) 453-2116		
École Stanley-Knowles School	Early	Dual		K - 6	960 Wolseley Avenue	Winnipeg MB R3G 1E7	(204) 786-4796	(204) 783-7607		
Collège Churchill	Early / Late	Single		7 - 12	265 Grey Street	Winnipeg MB R2L 1V6	(204) 669-4482	(204) 654-2891		
					253 Maplewood Avenue	Winnipeg MB R3L 2L4	(204) 284-5983	(204) 484-8326		
					290 Lilec Street	Winnipeg MB R3M 2T5	(204) 452-5015	(204) 452-2742		
					315 Oak Street	Winnipeg MB R3M 3P8	(204) 488-1137	(204) 487-1463		
					2424 King Edward Street	Winnipeg MB R2R 2R2	(204) 694-0483	(204) 694-7509		
					510 Hay Street	Winnipeg MB R3L 2L6	(204) 474-1305	(204) 452-0290		

**Number of Students in the French Immersion Program by School Year and Grade
Manitoba - Provincial Summary
School Years 1979-1980 to 2006-2007**

School Years	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1979-1980	640	565	367	283	311	245	153	194	148	106	67	35	0	3,114
1980-1981	1,030	816	569	362	377	307	228	289	145	109	63	56	13	4,364
1981-1982	1,288	1,247	758	536	502	357	287	378	285	102	83	53	23	5,899
1982-1983	1,483	1,399	1,166	729	712	477	366	517	331	200	82	48	41	7,551
1983-1984	1,608	1,583	1,306	1,098	794	665	439	564	474	267	126	54	26	9,004
1984-1985	1,972	1,759	1,503	1,262	1,202	763	633	695	546	407	159	88	42	11,031
1985-1986	2,054	2,030	1,605	1,384	1,308	1,138	732	872	613	459	238	146	71	12,650
1986-1987	2,287	2,152	1,926	1,525	1,408	1,261	1,084	1,020	789	558	281	190	127	14,608
1987-1988	2,400	2,347	1,997	1,804	1,563	1,343	1,216	1,313	935	706	389	242	173	16,428
1988-1989	2,407	2,429	2,167	1,869	1,730	1,491	1,294	1,354	1,152	842	493	334	219	17,781
1989-1990	2,481	2,423	2,232	2,008	1,814	1,652	1,429	1,433	1,251	1,059	553	427	290	19,052
1990-1991	2,338	2,401	2,216	2,060	1,886	1,697	1,568	1,500	1,304	1,113	703	465	393	19,644
1991-1992	2,084	2,276	2,162	2,060	1,917	1,759	1,625	1,534	1,362	1,144	778	624	426	19,751
1992-1993	1,970	2,014	2,091	2,015	1,940	1,785	1,674	1,463	1,406	1,214	860	700	550	19,682
1993-1994	1,971	1,952	1,857	1,907	1,911	1,814	1,670	1,487	1,343	1,192	882	713	631	19,330
1994-1995	2,032	1,938	1,801	1,752	1,824	1,796	1,743	1,509	1,444	1,142	939	787	678	19,385
1995-1996	1,968	1,966	1,803	1,651	1,668	1,718	1,674	1,568	1,392	1,264	903	788	733	19,096
1996-1997	1,958	1,974	1,784	1,654	1,543	1,547	1,599	1,526	1,437	1,214	1,053	769	722	18,780
1997-1998	1,808	1,918	1,776	1,623	1,533	1,422	1,441	1,388	1,424	1,230	1,035	888	712	18,198
1998-1999	1,758	1,754	1,730	1,610	1,474	1,420	1,305	1,317	1,271	1,237	1,023	885	847	17,631
1999-2000	1,810	1,733	1,620	1,597	1,487	1,398	1,335	1,272	1,247	1,075	1,046	928	813	17,361
2000-2001	1,882	1,820	1,608	1,482	1,483	1,408	1,293	1,237	1,199	1,034	947	951	851	17,195
2001-2002	1,851	1,890	1,696	1,468	1,378	1,384	1,308	1,231	1,156	1,059	962	865	911	17,159
2002-2003	1,829	1,837	1,732	1,569	1,382	1,317	1,309	1,261	1,171	1,056	991	868	852	17,174
2003-2004	1,820	1,816	1,730	1,615	1,489	1,327	1,240	1,271	1,196	1,078	924	880	863	17,249
2004-2005	1,912	1,840	1,681	1,621	1,533	1,417	1,253	1,217	1,209	1,049	979	880	838	17,429
2005-2006	1,903	1,939	1,686	1,552	1,518	1,455	1,320	1,228	1,143	1,124	956	921	859	17,604
2006-2007	1,956	1,924	1,803	1,594	1,466	1,414	1,376	1,301	1,153	1,070	1,037	914	863	17,871

**Enrolments by Entry Point (K & 1 - Early, Gr. 4 - Middle, or Gr.7 - Late)
(i.e. Early (long) Immersion, Middle Immersion, or Late (short) Immersion)
Manitoba, School Years 1985-1986 to 2006-2007**

School Year	Entry Points / Type of French Immersion Program			Total
	K & 1 Early (Long)	Gr. 4 (Middle)	Gr. 7 Late (Short)	
1985-1986	N	11001	624	12650
	%	86.96	4.93	100.00
1986-1987	N	12883	604	14608
	%	88.19	4.13	100.00
1987-1988	N	14567	680	16428
	%	88.67	4.14	100.00
1988-1989	N	16000	587	17781
	%	89.98	3.30	100.00
1989-1990	N	17379	555	19052
	%	91.22	2.91	100.00
1990-1991	N	18265	421	19644
	%	92.98	2.14	100.00
1991-1992	N	18596	362	19751
	%	94.15	1.83	100.00
1992-1993	N	18791	302	19682
	%	95.47	1.53	100.00
1993-1994	N	18618	268	19330
	%	96.32	1.39	100.00
1994-1995	N	18807	227	19385
	%	97.02	1.17	100.00
1995-1996	N	18658	164	19096
	%	97.71	0.86	100.00
1996-1997	N	18352	164	18780
	%	97.72	0.87	100.00
1997-1998	N	17854	157	18198
	%	98.11	0.86	100.00
1998-1999	N	17444	67	17631
	%	98.94	0.38	100.00
1999-2000	N	17037	109	17361
	%	98.13	0.63	100.00
2000-2001	N	16942	65	17195
	%	98.53	0.38	100.00
2001-2002	N	16899	44	17159
	%	98.48	0.26	100.00
2002-2003	N	16913	18	17174
	%	98.48	0.10	100.00
2003-2004	N	16976	9	17249
	%	98.42	0.05	100.00
2004-2005	N	17176	0	17429
	%	98.55	0.00	100.00
2005-2006	N	17347	0	17643
	%	98.32	0.00	100.00
2006-2007	N	17553	18	17871
	%	98.22	0.10	100.00

MANITOBA - Année scolaire 2006-2007 School Year
Inscriptions scolaires selon le programme et le niveau / Enrolment Data by Program and Grade

	M/K	1	2	3	4	5	6	7	8	9	10	11	12	Éd. Sp. / Sp. Ed.	Pré-M.	Total 06/07	Total 05/06
Total provincial (écoles publiques) / Provincial Total (Public Schools)	11873	12463	12509	12539	12687	13393	13968	14298	14254	14969	15337	14672	15751	1330	2142	182,185	184,498
Total provincial (écoles indépendantes) / Provincial Total (Independent Schools)	835	864	941	916	965	987	1057	1218	1192	1174	1078	1069	1385	18	360	14,059	14,079
Total provincial (écoles à domicile) / Provincial Total (Home Schooling)	35	72	123	130	129	122	117	112	96	95	60	47	31	6	0	1,175	1,133
Grand total (MANITOBA)	12743	13399	13573	13585	13781	14502	15142	15628	15542	16238	16475	15788	17167	1354	2502	197,419	199,710
moins / less :	488	432	426	433	427	411	442	413	424	359	334	333	345	85	0	5,352	5,268
- écoles publiques / public schools	484	430	423	431	425	411	441	413	424	359	334	333	345	85	0	5,338	5,250
- écoles indépendantes / ind. schools	4	2	3	2	2	0	1	0	0	0	0	0	0	0	0	14	18
IMMERSION FRANÇAISE (FL2-Imm.) / FRENCH IMMERSION	1956	1924	1803	1594	1466	1414	1376	1301	1153	1070	1037	914	863	0	0	17,871	17,604
- écoles publiques / public schools	1956	1924	1803	1594	1466	1414	1376	1301	1153	1070	1037	914	863	0	0	17,871	17,604
- écoles indépendantes / ind. schools	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
égale / equals :	10299	11043	11344	11558	11888	12677	13324	13914	13965	14809	15104	14541	15959	1269	2502	174,196	176,838
ENGLISH / ANGLAIS	2,564	3,836	3,990	4,346	9,850	10,678	11,106	10,021	9,605	4,410	2,463	1,573	1,077	26	0	75,545	77,646
- écoles publiques / public schools	2,137	3,221	3,349	3,695	9,098	9,835	10,229	9,104	8,699	3,750	2,127	1,372	949	26	0	67,591	69,693
- écoles indépendantes / ind. schools	427	615	641	651	752	843	877	917	906	660	336	201	128	0	0	7,954	7,953

Enrolments in the French Immersion (FL2-1) Program by School Division / District and Grade
2006-2007 School Year (data as of September 30, 2006)

Inscriptions en Français langue seconde - Immersion (FL2-Imm.) selon la division / le district scolaire et le niveau
Année scolaire 2006-2007 (données en date du 30 septembre 2006)

DIVISION/DISTRICT	M/K	Ed. Sp. /												Total 06/07	Total 05/06	Diffé- rence	
		1	2	3	4	5	6	7	8	9	10	11	12				
DIV. SCOL. BORDER LAND	4	1	3	2	1	3	3	1	0	0	0	0	0	0	18	20	-2
DIV. SCOL. BRANDON	53	46	46	51	39	33	42	24	29	39	27	23	0	497	509	-12	
DIV. SCOL. FLIN FLON	14	27	11	9	15	5	12	15	5	3	0	0	0	128	121	7	
DIV. SCOL. KELSEY	25	20	28	23	13	9	21	14	17	8	3	12	0	207	210	-3	
DIV. SCOL. LORD SELKIRK	44	49	39	36	37	28	18	32	15	20	18	10	0	378	370	8	
DIV. SCOL. LOUIS-RIEL	342	330	296	285	281	251	240	205	251	252	245	223	0	3,464	3,411	53	
DIV. SCOL. MOUNTAIN VIEW	23	16	20	22	13	18	12	4	11	8	2	1	0	164	170	-6	
DIV. SCOL. MYSTERY LAKE	39	46	43	36	28	22	26	10	9	12	12	9	0	317	312	5	
DIV. SCOL. PEMBINA TRAILS	238	230	246	210	176	165	144	120	127	110	116	96	0	2,178	2,137	41	
DIV. SCOL. PORTAGE LA PRAIRIE	21	18	25	15	18	14	15	15	15	17	11	19	0	220	225	-5	
DIV. SCOL. PRAIRIE ROSE	18	21	19	12	17	16	11	7	8	9	7	10	0	166	186	-20	
DIV. SCOL. PRAIRIE SPIRIT	4	9	10	9	10	10	13	18	0	0	0	0	0	95	105	-10	
DIV. SCOL. RED RIVER / VALLÉE RIV. ROUGE	14	8	11	11	11	11	14	11	16	30	30	28	0	203	224	-21	
DIV. SCOL. RIVER EAST TRANSCONA	249	237	239	178	174	157	202	191	182	190	144	149	0	2,453	2,358	95	
DIV. SCOL. SAINT JAMES-ASSINIBOIA	132	138	139	119	102	115	109	93	74	63	58	80	0	1,326	1,326	0	
DIV. SCOL. SEINE RIVER / RIVIÈRE SEINE	100	106	96	91	84	101	76	75	55	63	63	44	0	1,039	1,045	-6	
DIV. SCOL. SEVEN OAKS	122	123	105	101	92	109	91	61	49	46	40	25	0	1,052	1,033	19	
DIV. SCOL. SUNRISE	60	66	66	41	54	50	42	42	27	18	15	12	0	545	531	14	
DIV. SCOL. SWAN VALLEY	12	15	16	8	7	9	12	7	7	2	4	4	0	111	118	-7	
DIV. SCOL. WESTERN	18	23	20	24	10	8	8	14	9	11	2	1	0	159	166	-7	
DIV. SCOL. WINNIPEG	424	395	325	311	281	242	192	195	164	136	117	117	0	3,151	3,028	123	
TOTAL PROVINCIAL TOTAL (2006-2007)	1956	1924	1803	1594	1466	1376	1301	1153	1070	1037	914	863	0	17,871			
TOTAL PROVINCIAL TOTAL (2005-2006)	1903	1939	1686	1552	1518	1320	1228	1143	1124	956	921	859	0	17,604			
Difference / Difference	53	-15	117	42	-52	56	73	10	-54	81	-7	4	0			267	

**Enrolments in the French Immersion (FL2-I) Program by School and Grade
2006-2007 School Year (data as of September 30, 2006)**

**Inscriptions en Français langue seconde - Immersion (FL2-Imm.) selon l'école et le niveau
Année scolaire 2006-2007 (données en date du 30 septembre 2006)**

ÉCOLE(S) / SCHOOL(S)	M/K	ÉCOLE(S) / SCHOOL(S)												Total 06/07	Total 05/06	Diffé- rence	
		1	2	3	4	5	6	7	8	9	10	11	12				Éd. Sp./ Sp. Ed.
École Letellier Immersion	4	1	3	2	1	3	3	1	0	0	0	0	0	0	18	20	-2
École secondaire Neelin	0	0	0	0	0	0	0	0	29	39	27	23	0	0	118	110	8
École New Era	45	39	34	47	33	45	33	42	0	0	0	0	0	0	342	355	-13
École O'Kelly	8	7	12	4	6	0	0	0	0	0	0	0	0	0	37	44	-7
Inst. coll. Hapnot	0	0	0	0	0	0	0	0	5	3	0	0	0	0	8	9	-1
École McIsaac	14	27	11	9	15	12	5	12	15	0	0	0	0	0	120	112	8
Inst. coll. Margaret Barbour	0	0	0	0	0	0	0	0	17	8	3	12	0	0	40	37	3
École élém. Mary Duncan (remise)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	108	-108
École Opasquia	25	20	28	23	14	13	0	0	0	0	0	0	0	0	123	65	58
École Scott Bateman	0	0	0	0	0	0	9	21	14	0	0	0	0	0	44	0	44
École Bonaventure	44	49	39	36	37	32	28	0	0	0	0	0	0	0	265	248	17
École sec. rég. Lord Selkirk	0	0	0	0	0	0	0	0	0	20	18	10	0	0	48	52	-4
École Selkirk	0	0	0	0	0	0	0	18	32	15	0	0	0	0	65	70	-5
Collège Béiveau	0	0	0	0	0	0	0	106	95	102	88	91	0	0	577	592	-15
École Guyot	52	46	42	35	32	39	34	0	0	0	0	0	0	0	280	256	24
École Henri-Bergeron	31	30	22	27	10	20	21	0	0	0	0	0	0	0	161	153	8
École Howden	45	33	19	33	25	29	25	0	0	0	0	0	0	0	209	207	2
Collège Jeanne-Sauvé	0	0	0	0	0	0	0	0	0	149	164	132	0	0	595	601	-6
École Julie-Riel	39	42	52	35	70	35	51	53	39	0	0	0	0	0	416	414	2
École Marie-Anne Gaboury	45	37	30	27	29	27	21	18	20	0	0	0	0	0	254	242	12
École Saint-Germain	46	52	51	52	50	49	39	42	24	0	0	0	0	0	405	395	10
École Van Belleghem	47	44	46	37	40	37	36	0	0	0	0	0	0	0	287	271	16
École Varennes	37	46	34	39	25	27	24	21	27	0	0	0	0	0	280	280	0
École Mackenzie	0	0	0	0	0	0	0	12	4	0	0	0	0	0	16	19	-3
École MacNeill	23	16	20	22	13	14	18	0	0	0	0	0	0	0	126	126	0
École sec. rég. de Dauphin	0	0	0	0	0	0	0	0	0	11	8	2	1	0	22	25	-3
Inst. coll. R.-D.-Parker	0	0	0	0	0	0	0	0	0	9	12	9	0	0	42	59	-17
École Riverside	39	46	43	36	28	25	22	26	10	0	0	0	0	0	275	253	22

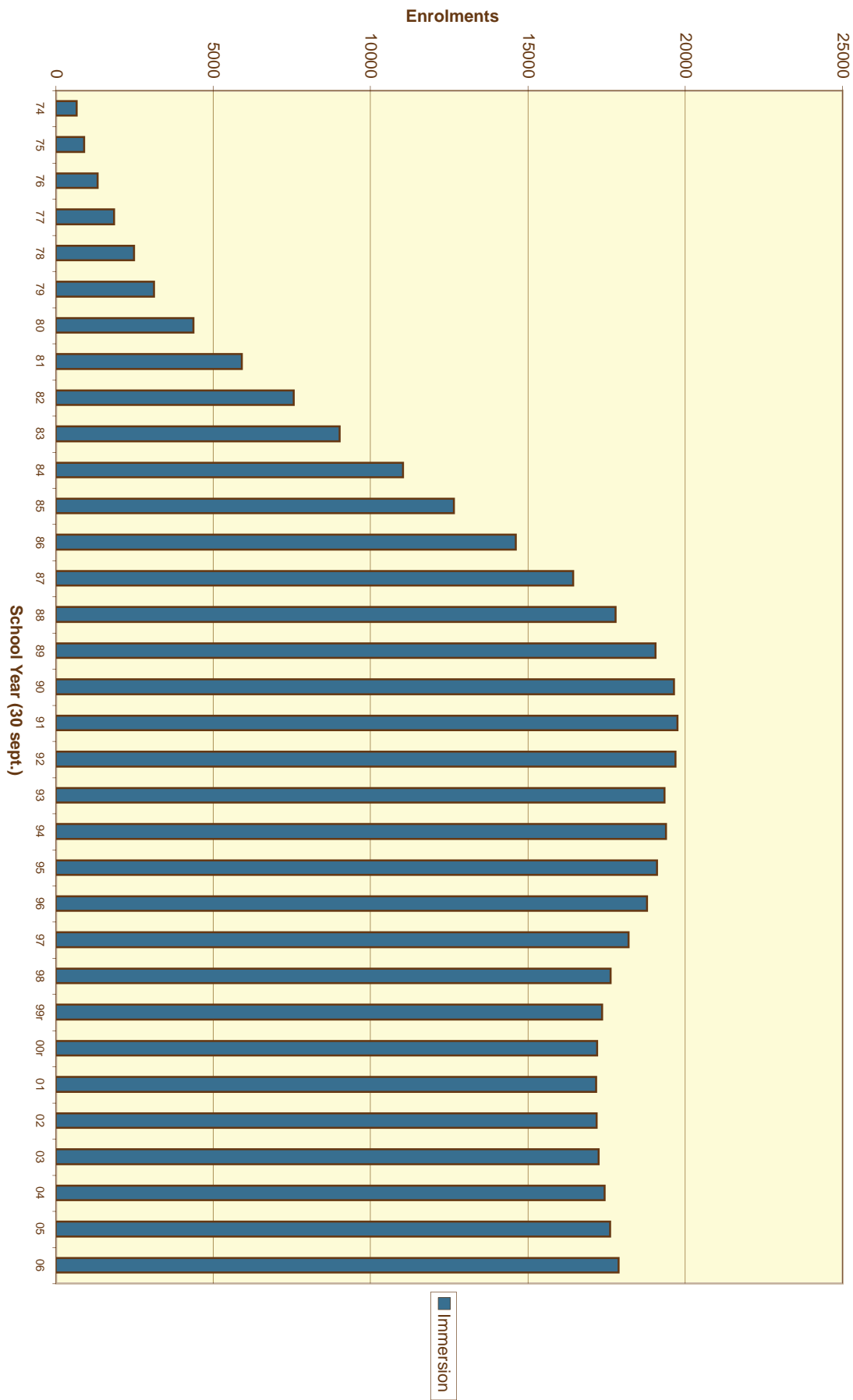
Enrolments in the French Immersion (FL2-1) Program by School and Grade (continued...)
 2006-2007 School Year (data as of September 30, 2006)

ÉCOLE(S) / SCHOOL(S)	M/K	Ed. Sp./ Sp. Ed.												Total 06/07	Total 05/06	Diffé- rence			
		1	2	3	4	5	6	7	8	9	10	11	12						
École Charleswood	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	92	103	-11
École Crane	71	65	55	64	43	0	0	42	50	0	0	0	0	0	0	0	298	303	-5
École Dieppe	48	41	49	32	34	38	35	0	0	0	0	0	0	0	0	0	277	296	-19
École secondaire Oak Park	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	211	189	22
École Saint-Avila	61	70	73	52	47	45	43	0	0	0	0	0	0	0	0	0	391	373	18
École Tuxedo Park	21	17	26	27	19	23	16	0	0	0	0	0	0	0	0	0	149	149	0
École Van Wallegghem	37	37	43	35	33	32	26	27	18	0	0	0	0	0	0	0	288	292	-4
Inst. coll. Vincent Massey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	181	159	22
École Viscount Alexander	0	0	0	0	0	62	45	75	52	57	73	64	44	0	0	0	291	273	18
Inst. coll. Portage	0	0	0	0	0	0	0	0	0	15	17	11	19	0	0	0	62	43	19
Inst. coll. Arthur Meighen (fermé)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	-7
École Prince Charles (fermé)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	175	-175
École Crescentview	21	18	25	15	18	0	0	0	0	0	0	0	0	0	0	0	97	97	0
École Arthur Meighen	0	0	0	0	0	17	14	15	15	0	0	0	0	0	0	0	61	0	61
École Saint-Eustache	18	21	19	12	17	11	16	0	0	0	0	0	0	0	0	0	114	122	-8
Inst. coll. Saint-Paul	0	0	0	0	0	0	0	11	7	8	9	7	10	0	0	0	52	64	-12
École Somerset School	4	9	10	9	10	12	10	13	18	0	0	0	0	0	0	0	95	105	-10
École Héritage Immersion	14	8	11	11	11	8	11	14	11	0	0	0	0	0	0	0	99	93	6
Inst. coll. Saint-Pierre	0	0	0	0	0	0	0	0	0	16	30	30	28	0	0	0	104	131	-27
École Centrale	59	57	51	43	43	0	0	0	0	0	0	0	0	0	0	0	253	245	8
École John-Henderson	0	0	0	0	0	0	80	79	0	67	0	0	0	0	0	0	226	215	11
École Margaret-Underhill	52	44	52	39	37	0	0	0	0	0	0	0	0	0	0	0	224	222	2
Inst. coll. Miles MacDonnell	0	0	0	0	0	0	0	0	0	0	92	74	65	0	0	0	231	190	41
École Munroe	0	0	0	0	0	0	51	43	0	32	0	0	0	0	0	0	126	131	-5
École Neil-Campbell	26	33	34	23	28	14	21	0	0	0	0	0	0	0	0	0	179	183	-4
Collège P.-E.-Trudeau	0	0	0	0	0	0	0	0	0	83	98	70	84	0	0	0	335	339	-4
École Regent Park	0	0	0	0	0	83	65	71	69	0	0	0	0	0	0	0	288	282	6
École Salisbury-Morse Place	29	29	22	17	11	17	13	0	0	0	0	0	0	0	0	0	138	124	14
École Springfield Heights	35	48	38	34	31	25	26	0	0	0	0	0	0	0	0	0	237	239	-2
École Sun Valley	48	26	42	22	24	22	32	0	0	0	0	0	0	0	0	0	216	188	28
École élém. Assiniboine	40	43	39	32	29	34	0	0	0	0	0	0	0	0	0	0	217	227	-10
École Bannatyne	37	40	43	33	31	23	0	0	0	0	0	0	0	0	0	0	207	215	-8
École Golden Gate	0	0	0	0	0	115	109	93	0	0	0	0	0	0	0	0	317	291	26
École élém. Robert-Browning	55	55	57	54	44	45	0	0	0	0	0	0	0	0	0	0	310	331	-21
Inst. coll. Silver Heights	0	0	0	0	0	0	0	0	0	74	63	58	80	0	0	0	275	262	13

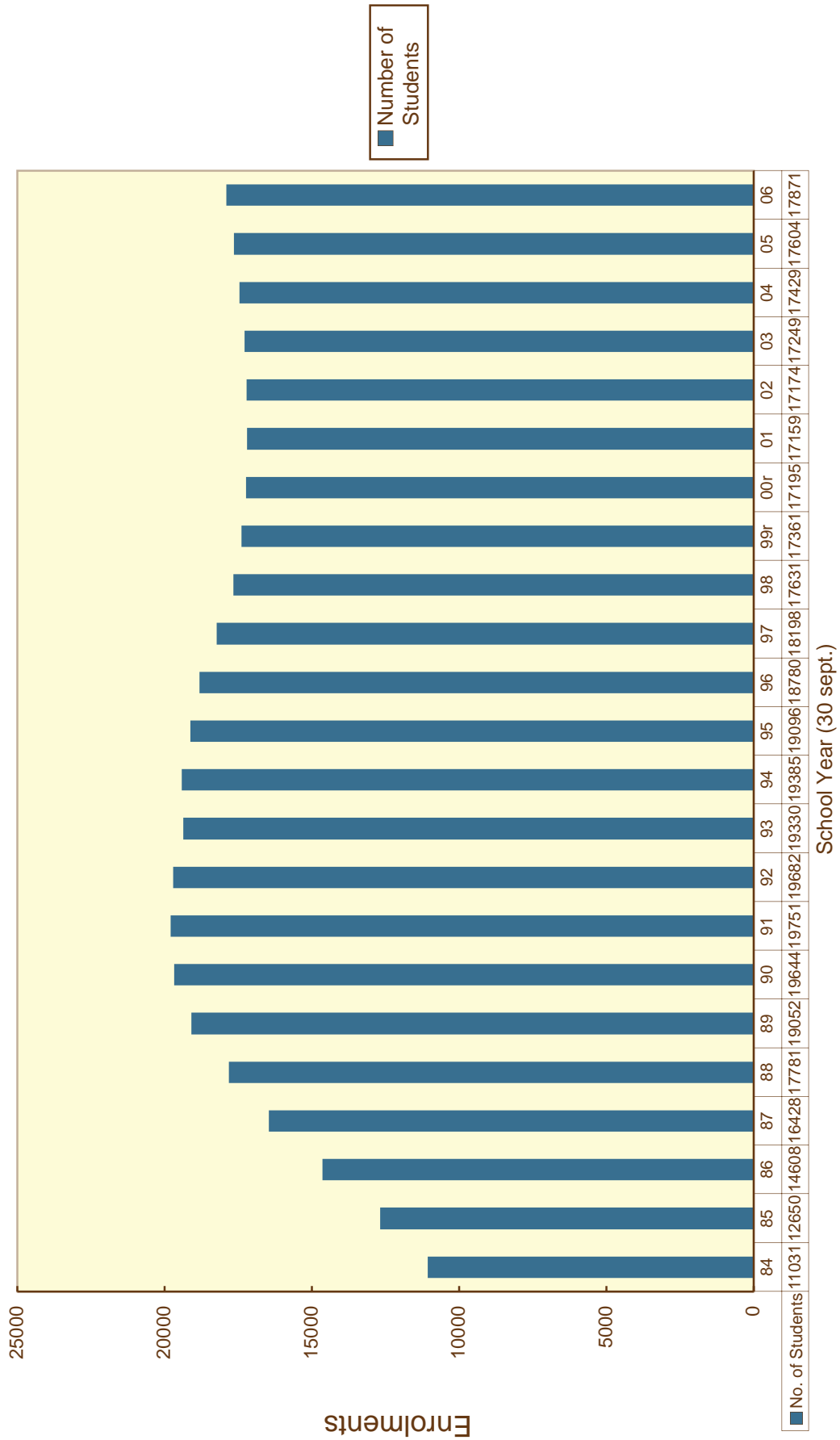
**Enrollments in the French Immersion (FL2-I) Program by School and Grade (continued...)
2006-2007 School Year (data as of September 30, 2006)**

ÉCOLE(S) / SCHOOL(S)	M/K	1	2	3	4	5	6	7	8	9	10	11	12	Ed. Sp./ Sp.Ed.	Total 06/07	Total 05/06	Diffé- rence
École Île-des-Chênes School	11	18	9	8	13	7	7	9	6	0	0	0	0	0	88	94	-6
École Lorette Immersion	25	23	23	22	19	24	28	18	20	0	0	0	0	0	202	200	2
Collège Lorette Collegiate	0	0	0	0	0	0	0	0	0	37	38	43	23	0	141	134	7
École Saint-Adolphe School	11	11	12	11	8	8	13	8	13	0	0	0	0	0	95	97	-2
Collège Saint-Norbert Collegiate	0	0	0	0	0	0	0	0	0	18	25	20	21	0	84	92	-8
École Saint-Norbert Immersion	28	31	25	29	19	22	28	26	17	0	0	0	0	0	225	222	3
École Sainte-Anne Immersion	25	23	27	21	25	24	25	15	19	0	0	0	0	0	204	206	-2
École Belmont	42	41	35	33	33	30	0	0	0	0	0	0	0	0	214	220	-6
École comm. Leila North	0	0	0	0	0	0	44	44	27	0	0	0	0	0	115	105	10
École comm. Riverbend	25	25	24	22	18	21	0	0	0	0	0	0	0	0	135	133	2
École Constable Edward-E.-Finney	33	35	25	26	23	16	0	0	0	0	0	0	0	0	158	159	-1
Inst. coll. Garden City	0	0	0	0	0	0	0	0	0	49	46	40	25	0	160	158	2
École comm. James-Nisbet	22	22	21	20	18	21	0	0	0	0	0	0	0	0	124	136	-12
École Seven Oaks	0	0	0	0	0	0	65	47	34	0	0	0	0	0	146	122	24
École élém. Beauséjour	21	22	22	13	15	13	0	0	0	0	0	0	0	0	106	103	3
École Dugald	36	31	29	20	27	31	26	23	20	0	0	0	0	0	243	229	14
École Edward-Schreyer	0	0	0	0	0	0	13	9	15	13	4	4	0	0	58	49	9
École Powerview	3	13	15	8	12	8	11	10	7	14	14	11	12	0	138	150	-12
École sec. rég. Swan Valley	0	0	0	0	0	0	0	0	0	7	2	4	4	0	17	14	3
École Swan River South	12	15	16	8	7	8	9	12	7	0	0	0	0	0	94	104	-10
École élém. Maple Leaf	18	23	20	24	10	0	0	0	0	0	0	0	0	0	95	99	-4
École Morden Middle School	0	0	0	0	0	11	8	8	14	0	0	0	0	0	41	44	-3
Inst. coll. Morden	0	0	0	0	0	0	0	0	0	9	11	2	1	0	23	23	0
Collège Churchill	0	0	0	0	0	0	0	26	30	30	22	22	22	0	152	154	-2
École Garden Grove	44	41	22	36	20	23	19	0	0	0	0	0	0	0	205	185	20
École George V	36	31	18	20	12	14	9	0	0	0	0	0	0	0	140	140	0
École J.-B.- Mitchell	31	24	27	14	22	19	18	0	0	0	0	0	0	0	155	153	2
École secondaire Kelvin	0	0	0	0	0	0	0	0	0	89	81	68	65	0	303	288	15
École La Vérendrye Immersion	35	22	20	22	32	17	20	0	0	0	0	0	0	0	168	153	15
École Lansdowne Immersion	80	63	45	54	28	44	34	24	25	0	0	0	0	0	393	359	34
École Laura-Secord	53	58	54	37	38	34	36	0	0	0	0	0	0	0	310	301	9
École River Heights	0	0	0	0	0	0	0	91	95	0	0	0	0	0	186	196	-10
École Riverview	35	29	24	33	27	21	14	0	0	0	0	0	0	0	183	168	15
École Robert H. Smith	36	45	40	45	52	40	50	0	0	0	0	0	0	0	308	304	4
École Sacré-Cœur	58	59	55	31	24	24	22	26	21	0	0	0	0	0	327	302	25
École secondaire Sisler	0	0	0	0	0	0	0	0	0	45	33	27	30	0	135	139	-4
École Stanley-Knowles	16	23	20	19	19	20	20	25	24	0	0	0	0	0	186	186	0

MANITOBA – FRENCH IMMERSION PROGRAM ENROLMENTS
1974-75 to 2006-07 School Years (Public Schools Only)
(BEF – Manitoba Education, Citizenship and Youth)



**MANITOBA – FRENCH IMMERSION PROGRAM ENROLMENTS
1984-85 to 2006-07 School Years (Public Schools Only)**



8

RECRUITMENT AND RETENTION OF FRENCH IMMERSION STUDENTS



The Importance of Recruitment and Retention to Program Success

Increased bilingualism among our young people is an important issue, given that interest in foreign languages is on the rise in other parts of the world, particularly in the United States and Europe. Currently, Canada has fewer bilingual people than does Britain, which ranks lowest among the European countries for second language skills. Today, in Canada, the proportion of bilingual Francophones and Anglophones in the 15 to 19 age group is around 24%. One of the objectives of *The Next Act: New Momentum for Canada's Linguistic Duality – The Action Plan for Official Languages* (Privy Council Office, 2003) is to double the proportion of high school graduates with a functional knowledge of their second official language by 2013.

French immersion is one of the four official programs offered in Manitoba schools. Fortunately, for many school divisions/districts throughout Manitoba, the French Immersion Program is already well established, making the dilemma of establishing new French immersion schools less problematic than it once was. Program quality and the ability to attract and keep students go hand-in-hand; so much so, that one measure of the success of a French immersion program is the number of students it can attract and retain.

Since recruitment and retention of French immersion students are as vital to the success of the program as its quality, and since these aspects are inescapably intertwined, administrators should monitor enrolments and enrolment trends at all levels and work to address issues of recruitment and retention.

Factors Pertaining to Recruitment

Obadia (1995), in the *Journal de l'immersion Journal* discusses the importance of the French language spoken by millions of people around the world. He recognizes French immersion offers Canadian children an opportunity to acquire two world languages. Obadia emphasizes that “Parents and school boards should look at



immersion programs from the educational values that they bring to Canadian children” (p. 9). Furthermore, parents should be made aware of the advantages offered by an education in an immersion program. Knowledge of these advantages may have a great impact on recruiting new students to the French Immersion Program.

Factors that may positively influence recruitment of French immersion students are:

- a desire for a French language education;
- an increased openness to acquire and experience other languages;
- the similarity between the two languages (Note: French is 27 percent lexically similar to the English language and there is a 39 percent overlap of cognates between French and English.);
- enhanced extra-curricular activities in French;
- a greater understanding of Canadian identity and multiculturalism;
- availability of French resources across Canada;
- perceptions that knowing French is valuable in the global economy and society;
- desire for greater job opportunities;
- possible economic and social advantages; and
- parental desire for the child to have advantages the parent did not have.

In a presentation by Rick Parnell at the *French Immersion Administrator’s Workshop* in Edmonton (January 2000), he explained:

...while public education is not a business, and education is not a product that you can put a price on... I think we would all agree that public education has some intrinsic value, and that the perceived value is likely to differ from family to family. I think you would also have to agree that the choices the family makes with respect to education will affect and reflect family values and quality of life. **These differences in values and perceptions are what defines the market for a particular education offering**, just as differences in values and perceptions define that market for commercial goods and services. (p. 108)

Successful recruitment strategies consider the needs of families in the community. Parents will determine the best educational program for their child based on a variety of factors. According to Parnell, there are six broad factors to consider:

- technical – quality of education and facilities;
- psychological – perceptions, fears and beliefs;
- demographic – financial stability, family profile: ages and background;
- economic – perception of future financial benefits;

- political – predisposition toward the place of the French language in Canada and the world; and
- cultural – connection between multilingualism and culture or roots.

Each individual must find sufficient value in one or more of these areas to incline him or her to choose a particular program. The weight that is placed on these areas varies from individual to individual as well.

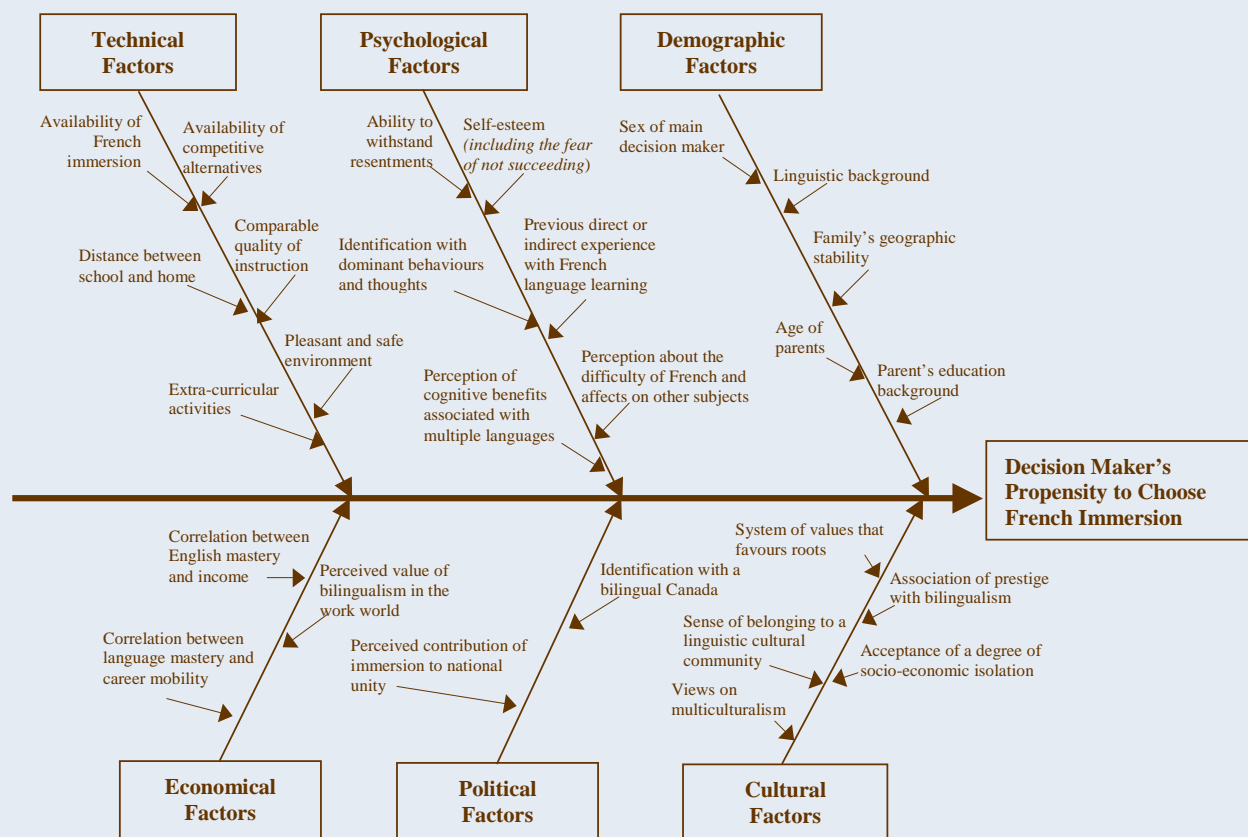
The figure on the following page offers a sense of the complexity of the decision as it relates to the French Immersion Program. To maximize the attractiveness of the French Immersion Program to new students, the program must be considered for its strengths in each of these categories. Promotional efforts must be oriented as well to increase general public awareness of the French Immersion Program.

Challenges that Influence Recruitment

Administrators should also be aware that there are various challenges facing parents that may influence recruitment of French immersion students:

- the accessibility to the school in which French immersion is offered – distance and busing fees may deter parents;
- parents may fear that their child’s English skills may suffer;
- there may be competition from other program choices of interest to parents within the same vicinity;
- parents may adhere to the myth that certain subject areas may suffer if learned in French. For example, some parents may believe that mathematics should not be learned in French;
- there may be concerns on the part of parents who are not themselves proficient in French, that they will not be able to help their child with homework;
- parents may believe the myth that the program is only for select students;
- some parents may have concerns that the child may lose his or her cultural identity;
- for students eligible for late immersion, some may be apprehensive that French immersion is too hard, or that they will not be well prepared to study in English at college or university.

Factors Considered When Parents Decide on a French Immersion Program



Source: Parnell. (January 2000).



Factors Pertaining to Retention

Retention is a major issue for the viability and success of the French Immersion Program. Parents always have the option of sending their children to alternate programs and recruitment of new students does not ensure retention of those students. Parents who first enroll their child in French immersion should feel assured that their child can continue in the immersion program until the end of Grade 12 if the student so wishes. Retention may become an issue if the child is experiencing some difficulty. Teachers and administrators must ensure that appropriate services are in place for special needs students, and they must debunk the myth that transfer to an English program will remediate the problem. In the Senior Years, the attraction of other programs may pose a challenge to retention. Students and parents must be informed of the advantages offered by an immersion education. Students in the Senior Years are in the position to understand the values of fluency in a second language and the myriad of possibilities that bilingualism opens to them. School administrators and teachers must work diligently to provide a quality program deserving of educating French immersion graduates.

Obadia and Thériault (1997) looked at the perceptions French coordinators, school principals and French immersion teachers in British Columbia held regarding the

rate of attrition and the reasons students left the French Immersion Program. They concluded that the junior-high level is particularly prone to a higher drop-out rate. The main reasons for students leaving the program are academic difficulty, limited choice of subjects and peer pressure. The researchers documented the types of strategies being undertaken by administrators and educators to lower the attrition rate and recommended possible strategies to reduce French Immersion Program attrition. The strategies involved collaboration with parents and students.

The following list of strategies designed to promote retention was inspired directly from Obadia and Thériault's work.

1. Communication

- meet with students, teachers, and parents;
- provide opportunities for students to interact with other immersion students;
- increase communication between Early, Middle, and Senior Years teachers;
- coordinate information and discussion sessions for transition between grade levels;
- open communication channels between school divisions/districts, teachers and parents;
- create a well-planned communication process;
- demonstrate public visibility of Board support for the French Immersion Program;
- organize information sessions for parents and students;
- identify and involve French-speaking parents that can support the French language;
- provide information for parents on the French Immersion Program at the pre-school level;
- assure ongoing information; and
- form a parent-help support group.

2. Transition years

- encourage communication between sending and receiving schools and postsecondary institutions;
- organize visits from French secondary schools and postsecondary institutions;
- invite graduates of the French Immersion Program into the class;
- participate in bilingual expositions; and
- implement activities which facilitate transition.

3. Academic and program

- maintain the minimum requirements of French immersion courses in the Senior Years to obtain a French Immersion Diploma;
- offer as many French course options to create an enriching and dynamic experience;

- offer a timetable that allows more choices;
 - offer the French Immersion Program in neighbourhood schools;
 - offer other points of entry whenever possible;
 - maintain quality of instruction;
 - ensure that the program is learner-focused, and that students are allowed to progress at their own rate; and
 - recognize and design activities for individual learning styles (communication experiential approach, cooperative strategies, differentiated instruction, buddy-reading activities, etc.).
4. Teachers, staffing, immersion teaching
- remain current on educational research and practices;
 - develop strategies to recruit and hire best possible staff; and
 - provide more training to in-service teachers into immersion methodology, second-language teaching and theories.
5. Extra-curricular activities, exchanges
- offer extra-curricular activities and other opportunities such as exchanges and sociocultural activities with other schools;
 - provide opportunities for correspondence with French first language speakers; and
 - organize interactions with the French community.
6. Learning difficulties and special services
- develop and implement policy and practices to support students experiencing difficulties;
 - collaborate with parents to provide early identification and intervention for pupils who are having difficulty; and
 - offer special services in French: bilingual resource support and library services, French learning assistance and teacher assistants.
7. Promotion of a French immersion school culture
- assure the visibility of the French language in the school;
 - maintain high quality of instruction with a heavy cultural component which will help to illustrate the value of French as an official language; and
 - make bilingual announcements on the PA system.
8. Other suggestions
- share the vision for the program;
 - establish French pre-school programs in your school;

- establish French before and after school programs;
- establish French daycares in the school or neighbourhood; and
- encourage French story-time in local libraries.

Challenges that May Influence Retention

School authorities must be aware that retention at the Early and Middle Years may be compromised by:

- difficulty experienced by the student in understanding, speaking or reading French;
- a parent’s frustration with not being able to understand French;
- the child not being able to read English early in his schooling;
- poor relations between the student and the immersion teacher, or the parent and the immersion teacher;
- a student’s emotional or behavioural challenges;
- lack of French language support services;
- the level of support and information provided to parents; and
- too quickly transferring a student from the French Immersion Program to the English Program without exploring other options.

At the secondary level, retention may be affected by:

- breadth and variety of courses and programs available in French (e.g., fewer optional credits offered in French or fewer sciences);
- less time for optional credits because of the additional language arts credit;
- perception of heavier workload in French immersion;
- unfounded concerns about needing English vocabulary at the postsecondary level, especially in science or math;
- disappointment or boredom with the program;
- few opportunities to speak French either in class or in the community;
- parent’s perceptions of the level of fluency already attained;
- perception that better grades are easier to achieve in the English Program;
- location of the program in relation to proximity of home;
- reputation of the school in which the program is housed;
- peer influence;
- degree of students’ satisfaction with their current level of proficiency in French and their expectations about using French in the future;
- goals and perceptions regarding postsecondary education; and
- perceptions of the value of French in the global economy.



Promotion of the French Immersion Program

The following article by Julie Barlow and Jean-Benoît Nadeau taken from the *Winnipeg Free Press* (October 29, 2006 section B, p. 2), emphasizes advantages to be gained through the French Immersion Program.

French language a real tour de force around the world

By Julie Barlow and Jean-Benoît Nadeau

In a recent survey on attitudes toward bilingualism, carried out by the Office of the Commissioner of Official Languages, 72 per cent of Canadians said bilingualism was important, a sharp increase from the 56 per cent years ago. What's more, 84 per cent of Canadians said they believed that speaking French would help them get a good job.

The link between employability and bilingualism is not a Canadian phenomenon. Bilingualism is a growing trend the world over. What Canadians probably don't realize is that internationally, French is doing much better than is widely believed – even by the French themselves.

It would be ridiculous to pretend that French is competing with English on the international stage. Yet during the two years we spent researching our book, *The Story of French*, we had some surprises. Travelling to some 15 countries, what we saw convinced us that French is not only doing better than most people think – it is a global language, the world's other global language.

It's simply false to pretend that French is on the decline. The number of French-speakers in the world has tripled in the last 50 years, to 175 million. French is the world's ninth-most-spoken language, but it's still the world's second international language after English, and the only other language taught in all countries of the world.

French far outweighs Spanish, Arabic or even Chinese for its number of students: 100 million. The International Federation of Teachers of French has 80,000 members, a small proportion of the world's two million teachers of French – 10,000 of whom are in the U.S.

French is second only to English for the number of countries where it is an official language – 33 compared to 45 – and for the number of international institutions where it is used, including the UN, the EU, the International Monetary Fund, the International Red Cross Committee, Interpol, and the International Labour Organization.

At the recent Summit of Francophonie – often described as a French-language Commonwealth – only half of the organization's 53 members are former French colonies. Ten members of the Francophonie are European, and another 11 European entities have observer status (not all members are countries).

Outside of the Francophonie, Algeria has 15 million French-speakers, while 15 per cent of the population of Israel is francophone (mostly Jews from North Africa and France). With 1.5 million native speakers, French ranks as the fourth important native language of the United States.

More importantly, French-speaking networks are rapidly developing across the planet, not in competition with English, but parallel to it.

Under the auspices of the Agence universitaire francophone, (itself under the umbrella of the Francophonie), some 525 French-language universities have created official links. The agency dispenses 2,000 scholarships per year to encourage academic research in French. In a surprising development, many francophone networks now bypass France almost completely. When Morocco wanted to create an MBA program in the 1980's, it turned to Sherbrooke University in Quebec, where the first such program in French was created.

The same is happening in the business world. When Franco-Ontarian businessman Paul Desmarais (of Power Corporation fame) wanted to expand his empire in Europe, he turned to Belgian business tycoon Albert Frère. In recent years, French businesses have been out-sourcing to countries where there is less costly French-speaking labour, like Tunisia, Morocco and Senegal.

If Canadians think French is becoming passé in the business world, they should think again. The world's second-largest engineering company is SNC-Lavalin of Montreal. The world's main nuclear power for civil energy is France. North America's biggest printer is Quebecor. The world's second distributor, after Wal-Mart, is French Carrefour. The world's second aviation company is Airbus, and Montreal is one of the world's three most important centres for aviation.

French cinema has more viewers abroad than at home.

Quebec films have been regularly beating Hollywood productions at

box offices in the last few years. Francophone music and literary festivals are multiplying across the planet. While France is not the shadow of what it used to be in literature, francophone literature, particularly from Africa and the Caribbean, is being used more and more in French departments across the U.S., as the backbone for black studies... in French.

The planetary exchange in French is impressive, and we were surprised by the high status both Canada and Quebec enjoy in this system. In Canada, Quebec is often derided for its language protection measures and Law 101 is considered oppressive, at best. But in the rest of the French-speaking world, Quebec is heralded as a model to follow in language protection.

Even the French look to Quebec for ideas on how to keep French vocabulary contemporary without systematically resorting to English. The Quebec bank of terminology, which contains references to one million terms in French, gets 50 million hits per year, mostly from Europe, a striking success when you compare that to the two million that the French Academy receives.

One of the most surprising threats to French today is, in fact, coming from the French, most of whom seem to think their language is irremediably on the decline.

Canadians seem to know better.

Julie Barlow and Jean-Benoît Nadeau. "French language a real tour de force around the world". *The Winnipeg Free Press*, Focus, Sunday, October 29, 2006, p. 82.

Reprinted with permission from Julie Barlow.

Messages Specific to Promoting French Immersion

The first *Official Languages Act* in 1969 confers upon the Government of Canada the duty to help make our two official languages, English and French, accessible to all Canadians.

In promoting the French Immersion Program, the key message should include the benefits of learning an additional language, the reasons for learning French as an additional language, and basic points about the program itself: accessibility, quality, continuity, extra-curricular opportunities, and outcomes.

Lazaruk (in press) presents a review of the literature on French second language education in Canada. The review is divided into four sections. In the first section, the authors look at students' proficiency in French. They review studies which investigate the gap between oral and written French and the comparison of the number of hours of instruction in French compared to the intensity of the instruction. The second section reviews studies pertaining to English competency and the learning of subject material. Studies show that neither is compromised for French immersion students. The third section explores the cognitive benefits of bilingualism and the fourth section refers to the cultural and economic benefits of learning French.

A compilation of research suggests that learning French offers students significant linguistic, academic, and cognitive benefits. These may include:

- increased achievement in reading and math;
- improved literacy. Skills and strategies used in reading and writing processes are transferable from first to second languages and vice versa;
- increased cognitive skills, such as mental flexibility, creativity, divergent thinking and higher-order thinking;
- improved knowledge of first language through comparison and contrast with the second language;
- important lessons in local and global cross-cultural understanding by increasing opportunities for travel and study abroad;
- an expanded view of the world;
- teaching and encouraging respect for other peoples; and
- expanded opportunities for meaningful leisure activity (travel, reading, viewing films).

Things to consider when organizing an information night for parents:

- Why are we having an information meeting?
- When should the meeting be held to maximize attendance?
- Who is invited?
- How will we advertise?
- What should be included on the agenda?
- Who should be involved in the program?
- What should we place in the information package?

Local CPF chapters have access to a manual on how to organize a parent information night. Contact your local chapter or CPF Manitoba at <http://www.cpfmb.com>

How to Provide Program Details

Providing detailed information directly by the school or division/district may include:

- organizing parent information nights;
- offering school Open House or tours on request;
- publishing school newsletter articles;

- providing Manitoba Education, Citizenship and Youth brochure *What do I want for my child?/Qu'est-ce que je veux pour mon enfant?*;
- publishing newspaper supplements or articles in community newsletters;
- updating the division's and school's Web site and ensuring there are links to other sites such as Canadian Parents for French (<http://www.cpf.ca>) or Canadian Parents for French Manitoba (<http://www.cpfmb.com>);
- having well-informed teachers and school staff;
- showing or circulating an audio-visual presentation, a DVD or PowerPoint presentation on French immersion: the benefits, how it works, a classroom in action, student and parent testimonials;
- organizing open houses for parents and students at the Middle and Senior Years schools offering immersion; and
- providing opportunities for events such as meet-your-fellow-student evenings in which immersion students from Early or Middle Years schools can meet with immersion students in Middle or Senior Years schools to learn more about the program at the next level and what the school has to offer.

The community could be involved in several ways. Bilingual adults, for example, could be invited to school meetings to talk about the value of learning French or their experiences in using French in their daily lives. Or, the school could provide speakers or detailed information for local radio and TV talk and community digest shows.

Involving parents, students and graduates in providing more specific information includes:

- speakers at parent information nights;
- speakers at school assemblies;
- testimonials on DVDs, pod casts;
- school tour guides;
- speakers at pre-school meetings, service clubs, etc.; and
- local Canadian Parents for French (CPF) chapter support and materials.

Strategies for Promoting the French Immersion Program

Parents and students can be informed through several routes: direct communication by the school or division/district, communication through the community, and testimonials by current and past immersion parents and students.

Suggestions for direct communication via school or division/district:

- divisional or school brochure, introducing the French Immersion Program and other programs made widely available in the community (this may include the distribution of the brochure prepared by the Bureau de l'éducation française Division *What do I want for my child?/Qu'est-ce que je veux pour mon enfant?*);

When using testimonials, quotes, or in other ways featuring students in media for public use (videos, brochures, Web pages, etc.), administrators in schools and divisions/districts must ensure that written parental consent has been received. Written consent of the individual is also required when quoting, filming or otherwise representing adults. School administrators are advised to consult school division/district policies and to seek legal counsel as necessary.

What do parents of young children need to understand about immersion to feel comfortable with the program?

- French immersion Kindergarten is no more stressful than English Kindergarten.
- English will be used to address their child's safety concerns.
- Their child will not be expected to speak French all of the time for the first couple of years.
- Literacy skills transfer between languages.
- Giving another language to their child is one way to equip him/her for the future.
- They will receive information on how to help with homework and support their child when they themselves are not proficient in French.
- There are programs in place to support the needs of all students.

Produce a video: What better way to promote your school than through video? Tape typical school activities, “tour” the school, explain the advantages of each program and show them in action. Show students using French with ease in the classroom.

- French Immersion Program information on the division/district and the school Web sites;
- billboards, banners or large portable signs placed at schools or on the sides of major thoroughfares;
- school announcements inviting students to seek more information about late immersion or continuing immersion in junior and senior high school;
- local Canadian Parents for French (CPF) chapter support and materials (this may include use of a promotional campaign called French for Life);
- circulation of the school’s annual report; and
- current research about French immersion shared in school or divisional newsletters.

Suggestions for communication via the community:

- Welcome Wagon, the Chamber of Commerce and city/town publications and Web sites advertising educational choices;
- newspaper advertisements or supplements delivered to homes;
- realtors who know about the educational choices offered in your school or division/district (They are frequently the first contact newcomers have with the community);
- posters, brochures or flyers sent to preschools, playschools and daycares, and placed in public health facilities, libraries and community centres frequented by parents of young children;
- announcements placed on public notice boards and in community bulletins;
- public service (no cost) announcements placed on radio and TV;
- the media invited to special celebrations at the school or to meet exchange students or attend some other equally newsworthy event;
- human interest stories in community newspapers about students’ or graduates’ achievements, experiences, or aspirations; and
- participation in community parades, displays at trade fairs, and malls.

Organize workshops for parents: Well-informed parents mean an effective home-school relationship and more successful students. Offer workshops for parents on new curriculum, how to develop good study habits, etc. Consider the special needs of immersion parents who have little or no French language proficiency.

Involve the parents: One of your best promotional tools is satisfied parents and students. Word of mouth is a very effective way of promoting your school. Parents also often have skills or connections that may be helpful in realizing your promotional strategies: layout skills, graphic design, Web site development, printing services, media contacts, etc. Perhaps one of your parents would volunteer to write regular school news items for the local weekly paper or distribute brochures.

How to Develop a Comfort Level with Our Parents

Even when parents and students are well informed, some doubts may remain. French immersion administrators should take the additional step of providing opportunities for parents and students to become more comfortable with choosing or continuing in the French Immersion Program. Several suggestions can be made:

- provide workshops for parents on a variety of related topics;
- model a French immersion class for parents;
- provide opportunities for parents to observe and to be involved in the classroom and school;
- ensure parents are informed as their children move through the grades;
- provide information with regards to French classes for adults;

- provide parents with a collection of resources on French immersion, second language learning, etc.;
- ensure teachers are supportive and understand and can respond to parents' concerns;
- invite “experienced” immersion parents as speakers at meetings;
- invite students to entertain at community events;
- invite older students and graduates to speak at meetings and to visit Middle and Senior Year schools;
- ensure ongoing support and information through the local Canadian Parents for French (CPF) chapter; and
- encourage parents to become members of Canadian Parents for French (CPF).

Quality programs and good communication go hand-in-hand. Even good programs can not afford to be complacent. French immersion student recruitment and retention must be part of the annual school cycle.

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9

INCLUSION IN THE FRENCH IMMERSION PROGRAM



This chapter discusses the issues regarding students with special needs and their place in the French Immersion Program. In general, students with special needs have the same entitlement to be in the French Immersion Program as in any other program in any public or funded independent school in Manitoba. Student Services provided by the school and/or division/district will meet the needs of students who have exceptional learning, social, behavioural, cognitive or physical needs. Entry to the immersion program is based on parental decision.

Generally, students with special needs will do as well in the French Immersion Program as they would do in any other program provided they receive the appropriate supports. Students who spend sufficient time in the French Immersion Program are generally able to achieve a level of linguistic competency in the English language equivalent to that which they would achieve in any other program and are able to develop functional fluency in French. Students with special needs should be allowed access to the French Immersion Program.

Legal Implications

Philosophy of Inclusion

Manitoba Education, Citizenship and Youth embraces a philosophy of inclusion which states:

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together we strengthen our capacity to provide the foundation for a richer future for all of us. (Manitoba Education, Citizenship and Youth [MECY], *Appropriate Educational Programming Standards for Student Services*, 2006, p. 7).



The principles of inclusion encourage classroom environments where all students can be taught effectively together. In *Success for All Learners: A Handbook on Differentiating Instruction*, (1996), Manitoba Education and Training has described how classrooms are becoming more diverse as our population becomes more heterogeneous. In addressing this diversity, inclusion demands that teachers use practices such as differentiated instruction and effective professional practices, to accommodate the needs of all students.

Legal Framework

All policy and practice must comply with the *Canadian Charter of Rights and Freedoms* and Manitoba legislation, in particular, the *Human Rights Code of Manitoba*, the *Public Schools Act* and the *Education Administration Act*. This legislation specifies that there must be reasonable accommodation of students' special needs unless they demonstrably give rise to undue hardship due to cost, risk to safety, impact on others or other factors.

The *Public Schools Amendment Act*, (Appropriate Educational Programming) S.M. 2004, c.9, proclaimed on October 28, 2005, ensures that all Manitoba children have a right to an appropriate education in the programs offered by the school divisions/districts in which they are enrolled. Students have the right to attend the designated catchment school for their residence in a regular classroom with their peers or in a program designated by the school board if the school does not provide it. School divisions/districts are mandated to provide appropriate educational programming to students in all grades from Kindergarten to Grade 12 who are eligible to attend public and funded independent schools.

Appropriate educational programming has been defined through an extensive consultation process as: "a collaborative school-family-community process where school communities create learning environments and provide resources and services that are responsive to the lifelong learning, social and emotional needs of all students." (MECY, *Appropriate Educational Programming in Manitoba: A Formal Dispute Resolution Process*, 2006, p. 1).

Students who are born with or who acquire physical disabilities are easily accommodated in the French Immersion Program. Parents need to be encouraged to consider this option as it is a way to expand their child's social and cultural horizons and to give the child an added advantage later on in a greater variety of social and cultural settings and in the job market. Students with cognitive disabilities or learning disabilities will face the same issues in the French Immersion Program that they would face in the English Program. Having the ability to speak in two languages can be a very positive benefit for students.

What Does the Research Say?



To begin, it is important to mention there is a paucity of research in the area of at-risk students and the suitability of French immersion. Fred Genesee, a renowned researcher in the area of second language acquisition, was commissioned by Canadian Parents for French to write the review entitled, *French Immersion and At-Risk Students: A Review of Research Evidence*. Fortunately, coinciding with the publication of this handbook, permission to reprint segments of a review of research evidence was obtained and we have included them in this section. Because only excerpts of his review are included in this chapter, more specifically, policy implications, readers are strongly encouraged to avail themselves of the complete work if they require more information about the studies included. The complete list of studies cited by Genesee has been included in the reference list. Although Genesee concludes that more research is needed in order to draw any definitive conclusions about the suitability of French immersion for at-risk students, he offers some policy implications to help parents, teachers and educators make decisions about students who are at-risk for or who are experiencing difficulty in immersion. Following is the introduction to his review as well as the policy implications he proposes.

The purpose of the present report is to review the results of research on (1) the suitability of French immersion for students with special educational needs and low levels of academic ability, and (2) interventions and strategies for meeting the educational needs of such students. With respect to students with low levels of academic ability, research was identified that examined immersion students with low levels of intelligence as measured by standardized IQ tests (Genesee, 1976) and students who were identified by school personnel as having academic difficulty (Bruck, 1985, a, b; Trites & Price, 1978/79). With respect to students with special education needs, the literature search identified studies on students who had language impairment (Bruck, 1978, 1982) and students at-risk for or with reading impairment. For purposes of this review, “at risk” is used generically to refer to all of these kinds of students – those with language, literacy and academic difficulties or who are likely to experience such difficulties whether they stem from what might be considered clinical factors (reading disability or language impairment) or non-clinical factors (generally low levels of academic ability). No research on students with other kinds of learning disabilities or special needs, such as those resulting from hearing and visual impairments or severe cognitive impairments, was identified in the literature search.

Numerous researchers, educators, and parents have expressed concerns about the suitability of immersion for students who are at-risk for poor academic performance in immersion owing to below average levels of academic ability, learning disabilities, or first language difficulties (Bruck, 1978; Calvé, 1991; Genesee, 2004; Hayden, 1988; Lapkin, Swain & Shapson, 1990; Majhanovich, 1993; Mannavarayan, 2002; Murtagh, 1993/94; Obadia & Thériault, 1997; Trites & Price, 1978-79; among others). It is often

reported that students who are expected to have difficulty in immersion for such reasons are discouraged from registering in immersion and/or are counseled out if they experience difficulty in the program. There are a number of important educational, ethical, and legal questions at issue when it comes to including students in immersion who are at-risk for or have a learning disability or are otherwise prone to academic difficulties in immersion.

Policy Implications

While acknowledging the need for further research on all aspects of the suitability of immersion for at-risk students, we must also acknowledge the immediate need of parents, teachers, and educational professionals to make important decisions about students who are at risk for or who are experiencing difficulty in immersion owing to language or learning disabilities or other special needs. In response to this need, the following policy implications are offered while at the same time it is acknowledged that we currently lack definitive information with respect to most of these policy issues.

(1) Should at-risk students or students with identified disabilities (language or cognitive, for example) be discouraged (or actually disqualified) from enrolling in French immersion programs because it would seriously jeopardize their basic education?

Research evidence that students who are experiencing academic difficulty in immersion due to low levels of academic ability or language or reading impairment or who are at-risk for academic difficulty in immersion for these reasons is scant at best and methodologically weak. Reports of improvements in the performance of immersion students who transfer to all-English programs do not necessarily imply that immersion students who are experiencing academic difficulty should transfer because none of these studies included control groups of students with academic difficulty who remained in immersion and none compared the performance of students who transferred with that of immersion students with academic difficulty who remained in immersion and received additional support. In sum, while it is still possible that immersion is not suitable for some students, at present, the evidence does not allow us to identify beforehand who these students are.

Research evidence that students who are at-risk for or are experiencing academic difficulty can benefit from immersion is more substantial, albeit limited. In particular, research by Genesee and by Bruck, with respect to both low academic ability and language impairment indicates that such students are not at differentially greater risk in immersion than similar students in all-English programs. To the contrary, it appears that at-risk students with academic and language learning challenges can acquire substantial communicative competence in French while maintaining parity in their academic and first language development with similarly challenged students in all-English programs. Studies that have examined at-risk and poor readers in immersion report that there are significant cross-linguistic correlations between the predictors of reading ability; in other words, students who are good readers in English are likely to be good readers in French, and poor readers in

English are likely to be poor readers in French. The reading studies provide no evidence to support the argument that students at-risk for reading difficulty are likely to be at differentially greater risk in immersion.

(2) Is it possible to identify students who are at-risk for language and academic difficulty in immersion prior to or at school entry? In other words, do we have the requisite empirical knowledge to devise reliable and valid diagnostic instruments for this purpose?

Research on second language reading acquisition in both French immersion and English-as-a-second language contexts suggests that indicators of early reading acquisition, or word decoding, could be used to identify immersion students who are at risk for early reading difficulty in French in immersion programs. We currently lack adequate information to know if predictors of risk for language impairment in English are equally predictive of risk for language impairment in French-as-a-second language, although research by Paradis et al. (2003) and by Gutierrez-Clellen, Wagner, & Simón-Cerejido (2006) would suggest they are. We also lack evidence concerning the diagnosis of other forms of learning disability in the case of French immersion students.

(3) Are some forms of immersion more suitable for certain at-risk students than other programs; for example, Trites (1978) and Wiss (1989) have suggested that late immersion may be more suitable than early immersion for students with learning disabilities that are due to developmental lags.

At present, we lack adequate empirical evidence to determine this.

(4) If a student is identified as learning disabled, language or reading impaired, or experiencing academic difficulty in immersion for other reasons AFTER enrolling in the program, should such a student be transferred to an English program? At what grade level would it be appropriate to transfer such a student and what kinds of follow-up support should he/she receive in the English program?

At present, we lack adequate empirical evidence to answer these questions confidently. Evidence, although somewhat inconsistent, suggests that transfer to an all-English program can be beneficial for students experiencing difficulty in immersion; but, this does not mean that transfer is the only or optimal response to such cases since it may have been additional services in English rather than transfer to English per se that benefited the students who switched; arguably, students experiencing difficulty in immersion would also benefit from additional support, but this is seldom provided. We do not know at what grade level transfer would be most beneficial; nor do we know what kind of follow-up support would be most beneficial. That follow-up support is advisable is suggested by Bruck's research on students who switch out of immersion.

(5) If students who are at-risk for academic difficulty or who are experiencing difficulty are retained in immersion programs, what kinds of additional support are required to meet their specific needs and in what language(s) should it be provided (in English, in French, or in both)?

Available evidence suggests that intervention for students who are experiencing difficulty in immersion can be effective. However, we currently lack sufficient information to determine how effective intervention can be because current research has not always included appropriate control groups. Nor do we know what constitutes effective intervention. At the same time, research on students who are at-risk for reading difficulty in immersion, as well as reviews of research on literacy development in second language learners (August & Shanahan, 2006; Genesee, et al., 2006), suggests that the same kinds of intervention that are appropriate and effective for students learning to read in their first language would be effective for students learning to read in French-as-a-second language. However, research is needed to examine this issue directly. The reading research also suggests that intervention in French or in English could be effective in supporting immersion students who are at risk for reading difficulty. We lack evidence to know what would be effective for students who are at risk for or who are experiencing other kinds disabilities.

(6) What professional competencies should immersion teachers and other professionals who provide special services to immersion students have in order to provide appropriate and effective instruction for students with special needs in immersion?

While a response to this question goes beyond research evidence per se and calls for input from a broad range of researchers and education professionals, some general suggestions are made here. Obviously, greater awareness of the extant evidence on the performance of students who are at-risk for or who are experiencing language and reading impairment, along with an understanding of the limitations and generalizability of this research, could be of use to immersion teachers in their day-to-day work as well as to education professionals in making recommendations with respect to individual children. Increased knowledge of interventions that are effective for first language readers and are likely to be effective for second language readers could also be useful. Arguably, a broader understanding of language development, second language learning and teaching, first and second language reading acquisition, and assessment of bilingual students could all be beneficial. Finally, increased knowledge of assessment methods to identify students who are at-risk or are experiencing reading, language or other forms of learning impairment could be useful.

Before ending, it is important to consider socio-cultural and family variables. Arguably, the need to learn and use French in such areas as Montreal, for example, is greater and more immediate than in settings where there are few or no francophones. Learning both French and English in school is also, arguably, more important for students in families with dual ethnolinguistic heritage. Thus, decisions to recruit, retain and support at-risk students in immersion might be different if they

have dual ethnolinguistic backgrounds or live in bilingual or francophone regions of the country. As noted earlier, there are also advantages to being bilingual as a result of globalization of communication and the economy and, thus, policies with respect to the inclusion of at-risk students in immersion go beyond local and even national considerations. Of course, consideration must always be given to individual learner profiles and circumstances. Thus, it is advisable to monitor the performance of at-risk immersion students on a regular basis in order to determine if their participation in immersion should be re-evaluated. Evidence that a particular student is happy and progressing in accordance with his or her individual capacities despite difficulty would support continuation in immersion; evidence that a student is experiencing difficulty in language, reading or academic domains and is having difficulty coping with his or her difficulties would call for a re-assessment of the student's participation in immersion. An additional important consideration should be the child's sense of well being as well as their actual success in immersion. Students who are unhappy in immersion or feel that learning through French is a burden are serious candidates for transfer, even though they might be doing well academically. In any case, a general policy regarding the recruitment and retention of students who are at risk or are experiencing difficulty in immersion should make provisions for decision-making on a case-by-case basis, with periodic re-assessment of progress by students who are considered to be at-risk or who have a learning disability. At present, we lack sufficient evidence to exclude students on the basis of specific risk or impairment profiles. (Genesee, in press)

F. Genesee. « French Immersion and At-risk Students: A Review of Research Evidence », *Canadian Modern Language Review*. University of Toronto Press, vol. 63, no. 5. 2007. <http://www.utpjournals.com>
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Appropriate Educational Programming for Students in French Immersion in Manitoba



The Manitoba Education, Citizenship and Youth document, *Appropriate Educational Programming in Manitoba: Standards for Student Services* (2006) embodies the spirit of human rights legislation and regulations, elaborates upon the education regulations and establishes standards for school divisions which are applicable in all programs, including the French Immersion Program. An inclusive learning environment is one in which all students can learn, grow, be accepted and enjoy the benefits of citizenship. School communities develop plans for the full diversity of their student population. Collaboration among home, school and community is imperative. Core values and beliefs in an inclusive French Immersion Program include:

- Immersion students come from diverse backgrounds and want their differences respected.
- Learning takes place in different places and locations.
- Immersion students have the right to appropriate educational programming.

- The provincial French immersion curriculum should be the starting point for educational programming.
- Parents and students must be involved in the individual education planning process.
- The Individual Education Plan is the basis for decision-making for students with exceptional learning needs in French immersion.
- The number of individuals involved in a student's planning will increase as the complexity of the needs increases.

Access

Access to learning for all students should be maximized in consideration of universal design principles in all planning processes. School divisions/districts must make reasonable efforts to accommodate all learners within the French Immersion Program, ensuring that physical barriers are removed, and that all activities are designed to reasonably accommodate the needs of all students. School divisions/districts should provide direction for staff and parents on how to reasonably accommodate the needs of all students, including direction on:

- access to information;
- procedures;
- roles and responsibilities;
- the continuum of programming available in the school division/district;
- transportation; and
- a process for dispute resolution (MECY, *Appropriate Educational Programming in Manitoba: Standards for Student Services*, 2006, p. 11).

Administrators play an important role in promoting the French Immersion Program as a program for all students. Administrators should make available to the public descriptions of programming options and available services within French immersion for students with exceptional learning needs. Administrators must ensure that appropriate supports are in place for all students to succeed. These support systems include supports for the special needs of students such as physical accommodations, resource and counseling, access to specialized services, library resources, French language software for computers, and all other resources that are available to students in other programs. Some students will require accommodation such as adaptations, curricular modifications or individualized programming to support their learning.

Early Identification

Students with exceptional learning needs should be identified as early as possible. School divisions/districts should outline a process for identifying exceptional learning needs and a process to be followed when students are either not meeting or exceeding the expected learning outcomes as identified in the regular French immersion curriculum and including social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic and health outcomes.

Procedures to Consider

Administrators should ensure that local French immersion policies and procedures

- Include all persons
- Respect the rights and needs of all persons
- Intentionally avoid negative outcomes
- Reflect the goals of equity and fairness for all (Manitoba Family Services and Housing, *Full Citizenship: A Manitoba Provincial Strategy on Disability*, 2001, Appendix).

In the case of a student who is beginning to experience difficulties in school, communication with the home is essential. Parents are a tremendous resource when it comes to identifying and understanding their child's needs and well-informed and supported parents are an educator's best allies in supporting and working with students in order to meet their differing needs.

Some of the questions to be asked may include:

- Has the student recently had a hearing test or a vision test?
- Is there anything the school needs to know that could be influencing the student's engagement at school?
- Is anything happening at home to account for the fact that a student is more tired, more stressed or having difficulty engaging in learning at school?
- Is the student looking forward to coming to school and if not, why not?
- How are the parents attempting to address these issues at home?
- Does the student need extra help in a particular area?
- Does the student have a sense of belonging?

Questions the parents may want to explore with the school include:

- Is the classroom a secure environment for my child?
- Is my child confident about being successful?
- Is the material being presented relevant, authentic and of interest to the learner?
- Does my child have opportunities to interact with the language?
- Is my child doing better in some subject areas than in others?
- What can I do to support my child's learning at home?

A school-based student services support team approach may include the involvement of many professionals in communication and collaboration with the parents. The team will designate a case manager, assess the student's needs and begin to build in programming support to accommodate the student's needs within the regular curriculum in the classroom. Appropriate adaptations will be made to the student's program, and if deemed necessary, specialists will be consulted and an individual education plan will be put into place.

Assessment

In accordance with the *Public Schools Act*, Manitoba school divisions/districts have an obligation to conduct regular assessments of student learning and to report to parents at the regular reporting periods. Student assessment may take the form of teacher observation, portfolios, outcome rubrics, classroom testing and provincial assessments. Information gathered by the classroom teacher is the first source of information regarding student learning (MR155/05). The resource teacher may routinely test students to further assist the classroom teacher. Some students may require further individualized assessment, or specialized assessment.

In the case of specialized assessments, school divisions/districts must ensure that parental permission is obtained, that assessments are conducted by qualified professionals, and that the results are interpreted meaningfully to teachers and parents to inform programming decisions (MR 155/05).

When an in-school team is unable to assess why a student is having difficulty meeting the learning outcomes, it is the administrator's responsibility to ensure that the student is referred for specialized assessment as soon as reasonably possible. To move in that direction, the administrator will have some evidence that the student cannot meet learning outcomes with differentiated instruction and adaptation. Principals should ensure that professionals who assess students in the French Immersion Program are familiar with research on second language acquisition. This information will be taken into account by the school team making recommendations for further action.

Planning in Education

Student Services Planning

Manitoba school divisions/districts are required to engage in a process of educational planning and to report on progress toward meeting identified outcomes annually (PSA 41(1), 58.1, 58.6). It is important to involve the parents, the community and the students in planning. Progress reports to the community must include reporting on:

- Supports and services available to students;
- Information on how to access supports and services; and
- Information on expenditures related to student services.

Educational planning includes school division/district, school, classroom and students-specific planning. Student services teams develop a profile of the needs of students in the school, and ensure that systems are put in place to meet their diverse needs.

Individual Education Planning

School divisions/districts may develop student-specific plans where students do not require individualized programming. These plans outline processes for meeting learning outcomes in the regular curriculum or outline interventions or support required in the regular curriculum in the areas of health care, remediation or technological adaptations. Parents should be included in the planning and progress should be monitored, documented and reported to parents.

An individual education planning process should occur when a school team has identified that a student in the French Immersion Program has exceptional learning needs that require student-specific outcomes that are additions to, are different from, or exceed the curricular outcomes. To the extent possible, the Individual Education Plan (IEP) should be based on the curriculum and should consider classroom activities to promote inclusion.

Manitoba Education, Citizenship and Youth requires an IEP when:

- it is not reasonable to expect the pupil to meet or approximate the expected learning outcomes;
- a student receives Special Needs Funding Level II or III; and
- a student is determined to be eligible for the English as Second Language (E) designation, the Modified (M) course designation or the Individualized Programming (I) designation in Grades 9-12.

(Appropriate Educational Programming: Standards for Student Services, 2006, p. 16.)

School divisions/districts shall provide the opportunity for parents to participate and shall, whenever possible, include students in all decisions affecting their education including the development and implementation of IEPs. Parents are entitled to receive progress reports identifying progress in relation to targeted curriculum outcomes at all regular reporting periods and whenever a significant programming change occurs. School administrators are responsible for ensuring that IEPs are prepared annually and that they are consistent with provincial protocols on transition to and from school. School administrators are also responsible for ensuring that a student's parents and the student, if appropriate, are given the opportunity to participate in preparing and updating the student's IEP and to be accompanied and assisted by a person of their choosing.

In cases where it is deemed that a student requires an IEP, please consult Manitoba Education and Training, (1998), *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*, at <http://www.edu.gov.mb.ca/K12/spcedu/iep/>

The 10 steps of the planning process:

- Establish a team
- Establish the focus for planning
- Collect and analyze data
- Establish a vision
- Develop a mission statement
- Establish strategic goals and objectives/ key questions
- Develop an action plan
- Implement and communicate the action plan
- Monitor and evaluate the plan
- Reflect and celebrate

The planning process will not always follow these steps in order and number may depend on circumstances.

Manitoba Education, Training and Youth. (2001). *Supporting Inclusive Schools – A Handbook for Student Services.*

Student Support Team

Coordinated Services

For some students who have exceptional learning needs, it is not unusual for health, law enforcement agencies or other government departments to work in collaboration with education in an inter-agency or coordinated planning process. The Healthy Child Committee of Cabinet has signed interdepartmental agreements directing their departments to participate in a collaborative process for students who:

- have exceptional learning needs;
- are in the care of child welfare;
- have special health-care needs;
- are involved in youth justice issues; and
- have profound emotional and behavioural difficulties.

(MECY, *Appropriate Educational Programming in Manitoba: Standards for Student Services*, 2006, p. 21.)

School divisions/districts shall:

- make reasonable efforts to plan with community agencies, organizations and associations, other education authorities, and regional health and children's services authorities to support appropriate educational programming for students (MR 155/05)
- ensure that all teaching, professional (clinical/resource) and support staff are aware of the access and privacy provisions of the PSA, FIPPA, PHIA and the YCJA and comply with the requirements of these Acts and with the policies established by the board. (MECY, *Manitoba Pupil File Guidelines*, 2004, p. 7.)

Professional Support

Staff in the Manitoba school divisions/districts must accommodate the diverse needs of all students. As the employing authority, school divisions/districts are responsible for ensuring that staff have, or can develop, the skills needed to meet the identified needs of the student population. Teachers have a professional responsibility to engage in ongoing professional development.

Hiring processes should ensure that all staff have, or are provided with an understanding of inclusive education as well as an excellent knowledge of differentiated instruction to meet the needs of all students. In the French Immersion Program, this includes a belief that all students can succeed in immersion.

Peer collaboration should be facilitated through the time-tabling of planning meetings, opportunities for co-teaching, consultation regarding behaviour or instructional strategies, opportunities to meet with teaching assistants and ongoing training and support. A climate of trust, active resolution of conflict and the pursuit of common goals are the characteristics of good teams.

Educational Assistants

Educational assistants are non-teaching support personnel assigned to support the classroom teacher, and are not to assume the professional duties of the teacher. While these assistants may be trained to respond to the medical needs of students or to assist in managing behaviour, the classroom teacher remains responsible for the educational programming of all students in the classroom. Educational assistants, with appropriate training and under the supervision of a teacher may help with many classroom tasks, including material preparation, data collection and supervision of review activities. In the French Immersion Program, bilingual educational assistants help to reinforce French language learning and enhance inclusion.

Transition Planning

Students with special needs frequently experience difficulty in making transitions. The new situations faced because of life changes such as entering or leaving school require a specialized plan.

There are many types of transitions:

- entering the school system;
- moving between activities and settings; and
- moving from level to level.

Beginning School

Entering the school system is an important event in a young child's life. Much of a child's future success in school depends on the transition into school. Typically parents contact the school in the spring of the year prior to enrolment. If special supports and programming are required for a child, a one-year notification period is advised. A longer notification period may be needed if physical changes to the school or classroom setting are required. This timeframe allows the division/district to prepare any extra supports necessary to meet the child's needs.

Guidelines for Early Childhood Transition to School for Children with Special Needs (Healthy Child Manitoba, 2002) is a protocol designed to facilitate information sharing and collaborative planning between community-based agencies working with pre-school children with special needs and the school system prior to the child enrolling. The goal is to ensure continuity of appropriate supports.

Guidelines for Early Childhood Transition to School for Children with Special Needs (Healthy Child Manitoba, 2002) was developed in partnership with Manitoba Aboriginal and Northern Affairs, Manitoba Culture, Heritage and Tourism, Manitoba Education, Citizenship and Youth, Manitoba Family Services and Housing, Manitoba Health, Manitoba Justice, Status of Women.

The guidelines are based on the belief that those who know children with special needs well, their family, pre-school service providers and support agencies are the most effective people to work with school personnel to ensure a successful transition into the school system. The guidelines encourage collaboration among participants in the transition – the child, the family, sending and receiving service providers – and introduce a process of long-range planning. The roles and responsibilities of each partner in the transition are described and forms to assist information sharing (*Early Years Transition Planning Inventory and Authorization of Exchange of Information*) are included.

The benefits of transition planning prior to school entry include:

1. continuity of programs that suit the child’s development and learning;
2. involvement of parents in the transition process, including choices of programs and services. Participation in a step-by-step process will help alleviate the anxiety and stress of change;
3. continuity of interventions from pre-school to school;
4. preparation within the school system to receive students with special needs, including professional development of staff; and
5. long-range planning of supports and services the child will require (personnel, environmental modifications, professional development) in the school system.

The exchange of information between all partners will support the transition to school.

Transition between Activities and Settings

Students with special needs often have difficulty when a regular routine is disrupted. The key is to ensure they are prepared for change before it occurs. This may be accomplished through several strategies.

- Let the students know well in advance of schedule changes.
- Ensure students know of an impending change in their daily schedule (e.g., a fire drill). Provide clear, concise instructions to prepare for the change.
- Create schedules students can refer to frequently so that they know what is coming up in the day.
- Help students organize materials required for the next activity.
- Develop a strategy for use when the teacher is away and a substitute is in the room.

For some students, the staff will need to use a structured routine that includes:

- providing a signal or cue that an activity is changing;
- reviewing the routine for the new activity that is changing;
- stating the actions that are required; and
- assisting students (as needed) in the transition.

Transition between Schools

When preparing for the transition between school levels (e.g., from an Early Years school to a Middle Years school), it is necessary to prepare the student and the receiving school. Preparation should begin in early spring.

Processes to provide written documents on all students' transitions between levels have been used successfully in many schools. Documents usually include profiles of students and information regarding their academic progress, behaviour, vision, hearing and special requirements.

A student may be moving from a treatment centre or special program into a regular school or classroom. This may occur after the student has spent a short time in the alternate setting or after several months or years. Careful planning helps ensure success.

KEY STEPS

1. Arrange transition meeting.
2. Share information.
3. Arrange a tour of the new school.
4. Develop a plan with student's input.
5. Involve key contacts.
6. Start slowly to ensure success.

It is up to the planning team to establish a strategy that best suits the individual needs of each student. It is this plan that will set the stage for success.

Important Considerations for Postsecondary Planning for Students with Special Needs

Where possible, if a student is able to complete programming within the regular curriculum, a student with special needs will graduate with a regular provincial diploma and go on to postsecondary studies in the student's area of choice. Universities and colleges are becoming more able to accommodate the physical and learning needs of students. In order to acquire and maintain adult functional fluency in French, it is essential to continue to use the French language on a regular basis.



In the case of a French immersion student who will likely graduate with a Modified (M) or an Individualized (I) program designation, transition planning should begin when the student enters high school so programs or service agencies are involved in a timely manner. Collaborative planning for a student with special needs, requiring government support (financial, residential, social and/or vocational) after leaving school, necessitates intensive and coordinated planning because of the need for long-term support for further education, employment and adult living possibilities.

Typically, when students with special needs reach 18, a children's worker formally transfers case responsibility to an adult worker. Universities and colleges have begun to accommodate students with cognitive disabilities particularly to those who demonstrate a particular strength or interest in a specific subject area. Depending on the community in which the student lives, there may also be a variety of supported employment and supported living opportunities. It is important to identify strengths and interests and to plan well in advance. To this end, *Manitoba Transition Planning Process Support Guidelines for Students with Special Needs Reaching Age 16* (1999) outlines individual transition planning processes, agency interaction roles and timelines and provides resource information about strategies and current best practices to assist with transition planning.

In conclusion, the French Immersion Program is a program designed to meet the needs of all students. Students with exceptional learning needs should experience school as much as possible like their peers without special needs in any public education program. Manitoba Education, Citizenship and Youth is committed to fostering inclusion for all people. With collaboration between the home, the educational team and the community, all students should be able to meet their full potential.

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10

FRENCH LANGUAGE OPPORTUNITIES



To truly reap the benefits of a French language education, it is important to consider and to take advantage of the opportunities to continue to learn and to use French both in the classroom and beyond. Claudette Tardif, during her address titled “But Can They Laugh in French...”. (Winnipeg, November 3, 2006) states:

For young Anglophones, choosing to learn French is more than learning another way to speak. It is also a means of learning about a culture, a world of life that is different from their own. It is therefore very important that language learning be connected to the culture of the language being learned. Otherwise, learning the other language is devoid of meaning. John Ralston Saul supported this view, stating the “Language is a bag filled with culture. Without culture, the bag is empty.” A second language means a second culture.

I cannot emphasize enough the importance of real life communication activities, cultural activities (exchanges, theatre, music, media and technology) as part of the curriculum for language learning. In my opinion, the best way to help young people is to give them opportunities to experience the culture and practice outside class. They can learn to love French by reading French books, going to French plays, hearing French music, exploring the Internet in French, and participating in extra-curricular activities in French. We need to find ways and means of better allowing students to engage in French culture.

It is important that students take responsibility for their language learning. Research has shown that confidence plays an important role in motivation to use a language. In order to develop the assurance and competency necessary to be fluently bilingual, it is extremely important that students have the continuous opportunity to authentically use their French language skills. The best way to do this is through genuine experiences, relationships with French speakers, integration into the French community through social activities and linguistic and cultural exchanges.



French in the Classroom and Beyond

The chart below presents suggestions for authentic activities that can be utilized to promote French language acquisition.

TEACHING AND LEARNING SUPPORTS TO ENCOURAGE THE USE OF FRENCH

Cultural

- experience the Arts
 - improv
 - drama
 - theatre
 - music
- Boîte à chansons
- Folklorama
- Festival du Voyageur
- Cercle Molière
- culturama
- film festival
- exposure to media
 - music
 - radio
 - tv
 - books
 - technology
 - magazines
 - newspapers

Citizenship

- volunteerism
- Parlement jeunesse
- language appreciation days
- school trips
- exchanges

Academic

- language monitors
- supplementary language classes
- peer tutoring
- mentoring
- study skills
- library skills
- academic portfolios
- word expressions of the week
- Concours d'art oratoire
- inviting special guests
 - authors
 - scientists
 - business people
 - athletes

Social

- extra-curricular activities
- clubs:
 - debating club
 - drama club
 - improvisation club
 - chess club
 - book club
- interaction with French language speakers
- leadership programs
- e-pals
- French games
- physical activities
- healthy living

Transition

- academic and career counseling
- career portfolios
- partnerships with other schools
- summer immersion programs
- French summer camps
- internships
- summer job placements
- co-op programs
- parents encouraging French in the home
 - games
 - scrapbooks
 - songs and rhymes
 - books and magazines

Note: All of these suggestions are interrelated and represent only a few of the many possibilities.

The following sections offer suggestions of outings and activities available in French to enhance the language experience. This alphabetical list outlines many activities found in Winnipeg and throughout Manitoba. This is not a comprehensive list.

French Language Experiences in Winnipeg



Battle of the Bands/Chicane électrique

<http://www.100nons.com/chicane.php>

This is a friendly contest for French-speaking musical groups which attracts a few hundred spectators each year. The participating groups are chosen during May or June and receive training sessions during the summer months according to their needs in order to ensure that they are ready to offer their respective presentations in September. This activity is not uniquely for students. It is open to anyone who speaks French.

Le 100 Nons Inc.
340 Provencher Boulevard
Winnipeg, Manitoba R2H 0G7
Telephone: 204-231-7036
e-mail: le100nons@shaw.ca

Cercle Molière

<http://www.cerclemoliere.com>

Founded in 1925, the Cercle Molière has been producing high quality French theatre for Manitobans for over 80 years. With productions suitable for all ages, the Cercle Molière has a special children's program entitled *Théâtre du Grand Cercle, le volet jeunesse du Cercle Molière*.

Le Cercle Molière
340 Provencher Boulevard
Winnipeg, Manitoba R2H 0G7
Telephone: 204-233-8053
e-mail: reception@cerclemoliere.com

Cinémental

<http://www.cinental.mb.ca/>

This French film festival, held yearly in November, gives students the opportunity to watch films in French. An accompanying program guide containing numerous classroom activities to be done prior to Cinémental assists students in getting greater benefit out of this experience.

Educational Program Coordinator
340 Provencher Boulevard
Winnipeg, Manitoba R2H 0G7
Telephone: Information on Web site
e-mail: info@cinemental.mb.ca

City of Winnipeg
<http://www.winnipeg.ca/interhom/>

City Hall Tours

The Sergeant-at-Arms conducts educational tours of City Hall in French upon request.

City Hall, Council Building
510 Main Street
Winnipeg, Manitoba R3B 1B9
Telephone: 204-986-6069

Living Prairie Museum - Environmental Education
<http://www.winnipeg.ca/publicworks/naturalist/livingprairie>

The Living Prairie Museum, operated by the City of Winnipeg, is a 12 hectare (30 acre) tall grass prairie preserve located inside the City of Winnipeg. Set aside in 1968, this preserve is home to over 160 species of prairie plants and a great array of prairie wildlife. Prior to European settlement, tall grass prairie covered one million square kilometers in central North America, stretching from Texas to southern Manitoba. Today, tall grass prairie is all but gone. The Living Prairie Museum is one of the few remaining fragments of this once vast ecosystem.

<http://www.winnipeg.ca/publicworks/naturalist/livingprairie/education.asp>
The Living Prairie Museum environmental education programs are available for all ages and at many different locations. Special programs have been developed in accordance with the Manitoba Teachers (K-6) Science Curriculum. Pre-visit consultations with teachers are encouraged and program tailoring is available. Use the [Education Program Selector](#) to find a program that is right for your group.

<http://www.livingprairie.ca>

This site is bilingual and takes students on virtual tours.

Public Works Department
Naturalist Services Branch – Living Prairie Museum
Director – Educational Coordinator
2795 Ness Avenue
Winnipeg, Manitoba R3J 3S4
Telephone: 204-832-0167
Fax: 204-986-4172
e-mail: prairie@winnipeg.ca

Costume Museum of Canada

<http://www.costumemuseum.com/>

The Costume Museum of Canada is home to a collection of 35,000 artifacts spanning 400 years. The renowned collection represents the identity of everyday Canadians, urban and rural, public and private, through the garments that they made, purchased and wore.

The Costume Museum of Canada also has some of the best of world fashion with pieces from: Chanel, Norman Hartnell, Worth, Schiaparelli, Vionnet, Scassi and Paco Rabanne.

The Costume Museum of Canada

109 Pacific Avenue

Winnipeg, Manitoba R3B 0M1

Telephone: 204-989-0072

e-mail: info@costumemuseum.com

Dalnavert House

<http://www.mhs.mb.ca/info/museums/dalnavert/programs.shtml>

Built in 1895, Dalnavert is the restored home of Sir Hugh John Macdonald, son of Canada's first Prime Minister, lawyer and Premier of Manitoba in 1900. This historical treasure speaks to Winnipeg's early social and cultural life. The school programming is geared for elementary students. Students have an opportunity to enjoy the atmosphere of the Victorian age, an age of contrasts.

Dalnavert House

61 Carlton Street

Winnipeg, Manitoba R3C 1N7

Telephone: 204-943-2835

e-mail: info@mhs.mb.ca

Exchange District Walking Tour

<http://www.exchangedistrict.org/WalkingTours.aspx>

Steeped in history, the Exchange District National Historic Site holds Winnipeg's deepest and darkest secrets. Knowledgeable and dynamic tour guides examine legends of power, corruption and heroism while you enjoy an exceptional collection of architecture. This activity is run by the Exchange District Biz and provides a variety of different tours that are generally offered from June till September (check the Web site for details). Group tours would be offered on request in Spring and Fall as well.

Exchange District Walking Tour

314 Albert Street

Winnipeg, Manitoba R3B 1G4

Telephone: 204-942-6716

Festival du Voyageur

<http://www.festivalvoyageur.mb.ca/>

Held since 1969 to highlight and promote the Franco-Manitoban *joie de vivre* through a winter festival and other activities, the Festival du Voyageur has become the largest winter festival in Western Canada. The Festival du Voyageur offers a wide array of activities for all grade levels, and high school students are encouraged to get involved in the planning, organization and delivery of the Festival for an authentic community experience.

Festival du Voyageur Inc.
233 Provencher Boulevard
Winnipeg, Manitoba R2H 0G4
Telephone: 204-237-7692
e-mail: scolaire@festivalvoyageur.mb.ca

FortWhyte Alive/FortWhyte Animé

<http://www.fortwhyte.org/>

FortWhyte Alive is located on 650 acres of recreation and nature area including forest, prairie, wetlands and a lake. FortWhyte Alive has an interpretive centre with an aquarium, beehive, waterfowl viewing room and more. It has a bison area, a climate change greenhouse and a weather station. Students will have opportunities to engage in numerous recreational activities including fishing, boating and bird watching.

FortWhyte Alive
1961 McCreary Road
Winnipeg, Manitoba R3P 2K9
Telephone: 204-989-8358
e-mail: français@fortwhyte.org

Freeze Frame International Festival of Films for Kids of All Ages

<http://www.freezeframeonline.org/>

Freeze Frame is a non-profit organization whose mandate is to advance education in the media arts for and with children and young people through the organization and production of cultural and educational media projects.

Freeze Frame
465-70 Arthur Street
Winnipeg, Manitoba R3B 1G7
Telephone: 204-943-5341 or toll free: 1-866-543-3378
e-mail: info@freezeframeonline.org

Legislative Assembly of Manitoba/Assemblée législative du Manitoba

<http://www.gov.mb.ca/hansard/info/reservation.html>

A guided tour of Manitoba's legislative building and legislative assembly is available in French. Visit while the House is in Session for an authentic community experience. Virtual tours are also available in French at <http://www.gov.mb.ca/legtour/index.fr.html>

Manager, Visitor Services Program
Legislative Assembly, Room 101
The Legislative Building of Manitoba
450 Broadway, Winnipeg, Manitoba R3C 0V8
Telephone: 204-945-5813 or toll free: 1-800-665-0040
e-mail: tour_reservation@leg.gov.mb.ca

Maison Gabrielle-Roy

<http://www.maisongabrielleroy.mb.ca>

The Maison Gabrielle-Roy is a designated historical site commemorating the well-known Canadian author and her family. School programming encourages creativity and imagination, with writing, discussion, folklore, music, art and drama. Tailored to grade levels, this museum visit is intended to be an authentic cultural and artistic experience.

Maison Gabrielle-Roy
P.O. Box 133
375 Deschambault Street
Winnipeg, Manitoba R2H 3B4
Telephone: 204-231-3853
e-mail: infomgr@mts.net

Manitoba Children's Museum/Musée des enfants

<http://www.childrensmuseum.com/>

This is quickly becoming a Winnipeg landmark. Their interactive, educational programming delights moms, dads and kids. With over a dozen curriculum-linked programs available, the staff will engage your students with hands-on learning. Programs are available in English and French.

Manitoba Children's Museum
Kinsmen Building
45 Forks Market Road
Winnipeg, Manitoba R3C 4T6
Telephone: 204-924-4000
e-mail: schools@childrensmuseum.com

Manitoba Electrical Museum & Education Centre/Musée de l'électricité du Manitoba

http://www.hydro.mb.ca/corporate/history/electrical_museum.shtml

Within the Museum, six main themes portray the Story of Electricity in Manitoba from the 1870s to the present, as well as a view into the future. On the lower level, a Discovery Area with electrical safety exhibits and seasonal exhibits are displayed. (Maximum group size is 30).

Manitoba Electrical Museum & Education Centre

680 Harrow Street

Winnipeg, Manitoba R3M 3A3

Telephone: 204-477-7905

e-mail: jrichter@hydro.mb.ca

Manitoba Museum/Musée du Manitoba

<http://www.manitobamuseum.ca/>

Nine galleries, including exhibits on plains Indians and early settlers, the Nonsuch, the planetarium and science gallery, the museum has much to offer to all grade levels.

Manitoba Museum

190 Rupert Avenue

Winnipeg, Manitoba R3B 0N2

Telephone: 204-988-0665

e-mail: info@manitobamuseum.ca

Manitoba Parks

<http://www.manitobaparks.com> (educational opportunities)

Manitoba's provincial parks are great places to create wonderful educational experiences and outdoor fun for school children of all ages. A team of park interpreters offer school programming from mid-May to the end of June on a variety of curriculum-based subjects such as ecology, wildlife, cultural history, biodiversity, geology and weather. Parks that offer free seasonal interpretive school programs are: Birds Hill, Grand Beach, Hecla/Grindstone, Lockport, Paint Lake, Saint-Malo, Saint-Norbert, Spruce Woods, Turtle Mountain and Whiteshell.

Interpreters can provide programs tailored to a school curriculum or teachers can use park facilities to lead their own classes. Either way, endless opportunities for education on a variety of topics, at all grade levels, are available. [Consult the Teachers Corner of the Web site for details and contact information.](#)

Please note that availability of programming in French is subject to the availability of bilingual interpreters. Saint-Norbert however is designated a French site and French services are always offered.

Saint-Norbert Provincial Heritage Park

http://www.gov.mb.ca/conservation/parks/popular_parks/st_norbert/info.html

Saint-Norbert Provincial Heritage Park is offering the popular “Back to the Past” school programs. Students can discover how three different cultures – Native, Métis and French-Canadian – helped build Manitoba’s heritage.

Saint-Norbert Provincial Heritage Park

Box 152

40 Turnbull Drive

Saint-Norbert, Manitoba R3V 1L6

Telephone: 204-945-4375 (Parks and Natural Areas Branch)

Telephone: 204-284-6567 (after mid-May) (Saint-Norbert Provincial Heritage Park)

e-mail: ken.porteous@gov.mb.ca

Manitoba Theatre for Young People (MTYP)

<http://www.mtyp.ca/>

Manitoba Theatre for Young People hosts a variety of shows and workshops (60 min. to one week). Founded as Actors’ Showcase in 1965, it became Manitoba Theatre for Young People in 1982. With a continuous array of educational performances, it is also an acclaimed theatre school for students up to the age of 18. Call for a yearly detailed program.

Manitoba Theatre for Young People (MTYP)

2 Forks Market Road

Winnipeg, Manitoba R3C 4X1

Telephone: 204-947-0394, ext. 227 or toll free: 1-877-871-MTYP (6897)

e-mail: mbrouzes@mts.net

Parks Canada

<http://www.pc.gc.ca/education>

Youth Zone – <http://www.pc.gc.ca/zone>

Parks Canada is responsible for Riding Mountain National Park, Wapsuk National Park as well as all National Historic Sites in Manitoba including: Lower Fort Garry, Riel House, Saint-Andrews Rectory, The Forks, Prince of Wales Fort and York Factory.

They offer tours at each site as well as online resources and online guides. The programs offered are all linked to either the new social studies or science curricula.

For information on Parks Canada educational programming and resources in Manitoba, contact:

Lise Boiteau – Education Specialist

Telephone: 204-983-1350

e-mail: lise.boiteau@pc.gc.ca

Forks National Historic Site

http://www.pc.gc.ca/lhn-nhs/mb/forks/index_f.asp

The Forks is of national historic significance due to its strategic location at the junction of the Red and Assiniboine rivers that were part of a vast continental network of water routes. The site's significance derives from its continuous use over time for transportation, trade and settlement. A traditional aboriginal stopping place, The Forks was also the site of Fort Rouge, Fort Gibraltar and the two Forts Garry.

Take “A Walk through the Site” through an online-guided tour highlighting what there is to see and do at The Forks at http://www.pc.gc.ca/lhn-nhs/mb/forks/visit/tour-walk_f.asp

“Beaver Tales and River Trails” A Guided Interpretive Walking Tour

Join a costumed Parks Canada interpreter as they recount the 6,000 year evolution of The Forks and Winnipeg from a meeting place to a booming metropolis. Using reproduced artifacts, anecdotes, historical photos, maps and landmarks, as well as the site's scenic vistas, the history of this National Historic Site will unfold.

401-25 Forks Market Road
Winnipeg, Manitoba R3C 4S8
Telephone: 204-983-6757

Forks – Explore Manitoba Centre – Travel Manitoba

This is a travel centre located in the heart of Winnipeg at the Forks (adjacent to the Johnston Terminal). The Explore Manitoba Centre is a permanent theme pavilion with over 8,000 square feet of incredible displays and exhibits that gives visitors and residents alike a true sense of the diversity and grandeur of Manitoba. The Trans Canada Yellowhead Highway starts at Mile 0 located at the centre. Students can explore this site for information about Manitoba and participate in a scavenger hunt.

21 Forks Market Road
Winnipeg, Manitoba R3C 4T7
Telephone: 204-927-7838

Riel House National Historic Site of Canada/Lieu historique national du Canada de la Maison Riel

http://www.pc.gc.ca/lhn-nhs/mb/riel/edu/edu_f.asp

The Maison Riel is a national historic site managed by Parks Canada. The family house of Louis Riel, Métis Chief and a founding father of Manitoba, the educational programming targets grades K-12. Activities include making bannock, weaving, butter-making and other cultural experiences along with interpretive tours. The Maison Riel also hosts a summer camp.

National Historic Site, Maison-Riel
330 River Road
Winnipeg, Manitoba R2N 3X9
Telephone: 204-257-1783 or toll free 1-866-757-6221
e-mail: FORKSNHS.Info@pc.gc.ca

Royal Canadian Mint/Monnaie Royale Canadienne
<http://www.mint.ca>

All of Canada's circulation coins are produced at the Royal Canadian Mint's Winnipeg plant. The Royal Canadian Mint also produces circulation currency for nations worldwide. Guided tours are available throughout the year (during listed hours).

Royal Canadian Mint
520 Lagimodière Boulevard
Winnipeg, Manitoba R2J 3E7
Telephone: 204-983-6429 or toll free: 1-877-WPG-MINT (947-6468)

Saint-Boniface Cathedral/Cathédrale de Saint-Boniface
<http://www.venite.ca>

The present cathedral, completed in 1972, was designed by Franco-Manitoban architect Étienne Gaboury. It incorporates the sacristy, façade and walls of the former basilica. In the façade lie the tombs of the bishops of Saint-Boniface, the site of the grave of Louis Riel and many more historical figures. *Le théâtre dans le cimetière*, presented during the summer months, is a federally sponsored historical production.

Saint-Boniface Cathedral
190 avenue de la Cathédrale
Winnipeg, Manitoba R2H 0H7
Telephone: 204-233-7304
e-mail: stanbisson@venite.ca

Saint-Boniface Museum/Musée de Saint-Boniface
<http://www.franco-manitobain.org>

Formerly the site of the Grey Nuns' Convent, this museum is the oldest building in Saint-Boniface. The theatrical presentation *V'la le bon temps, v'la le joli temps* explores the history of Saint-Boniface from the perspective of its French inhabitants. Staff at both the Forks National Historic Site and the Saint-Boniface Museum work closely together, producing and delivering joint interpretive school programming at the museum.

Saint-Boniface Museum
494 Taché Street
Winnipeg, Manitoba R2H 2B2
Telephone: 204-237-4500
e-mail: info@msbm.mb.ca

Saint-Boniface Public Library/Bibliothèque de Saint-Boniface

<http://wpl.city.winnipeg.mb.ca/library/servicesenfrancais/servicesenfrancais.asp>

The Bibliothèque de Saint-Boniface is the Winnipeg Public Library's main resource network for materials, services and programs in French. With kits, videos, listening stations, CDs, DVDs, books and games, the Saint-Boniface library has much to offer. There are special seasonal programs including a summer reading program for children.

Note: Materials can be borrowed and returned to and from any branch of the Winnipeg Public Library.

Saint-Boniface Public Library
100-131 Provencher Boulevard
Winnipeg, Manitoba R2H 0G2
Telephone: 204-986-4330
e-mail: eboulet@winnipeg.ca

Winnipeg Art Gallery/Musée des beaux-arts de Winnipeg

<http://www.wag.mb.ca/>

Established in 1912, the Winnipeg Art Gallery is Western Canada's oldest public art gallery, mandated to develop and maintain Manitoba's visual arts heritage. As one of Canada's leading galleries, it collects and exhibits works of art by Manitoba, Canadian, and international artists. Guided tours and activities in French are tailored to meet curriculum needs for grades K-12.

School Programs Facilitator, The Winnipeg Art Gallery
300 Memorial Boulevard
Winnipeg, Manitoba R3C 1V1
Telephone: 204-789-1762
e-mail: waghr@wag.mb.ca



French Language Experiences outside Winnipeg

Centre d'interprétation de la salamandre

<http://www.cistleon.com/>

The Saint-Léon Interpretive Center contains many ecological features: the double life of the salamander, the Saint-Léon Wind Farm, the Hybrid Poplar Tree Plantation, and the birds of Saint-Léon.

Saint-Léon Interpretive Center
35 du Lac Bay
Saint-Léon, Manitoba R0G 2E0
Telephone: 204-242-4374
e-mail: cistleon@gmail.com

Dairy Museum of Manitoba (Saint-Claude Historical Society)

<http://www.echoesandlegends.com/StClaude.htm>

The Dairy Museum of Manitoba is the only one of its kind in the province. It features local dairying from early practices to modern processing. The museum grounds include agricultural exhibits, showing the growth of this industry, as well as over 2,000 bilingually catalogued artifacts that tell the story of Saint-Claude at the turn of the century.

Dairy Museum of Manitoba

Third Street

P.O. Box 131

Saint-Claude, Manitoba R0G 1Z0

Telephone: 204-379-2156 or 204-379-2228

Manitoba Parks

<http://www.manitobaparks.com> (educational opportunities)

Manitoba's provincial parks are great places to create wonderful educational experiences and outdoor fun for school children of all ages. A team of park interpreters offer school programming from mid-May to the end of June on a variety of curriculum-based subjects such as ecology, wildlife, cultural history, biodiversity, geology and weather. Parks that offer *free* seasonal interpretive school programs are: Birds Hill, Grand Beach, Hecla/Grindstone, Lockport, Paint Lake, Saint-Malo, Saint-Norbert, Spruce Woods, Turtle Mountain and Whiteshell.

Interpreters can provide programs tailored to a school curriculum or teachers can use park facilities to lead their own classes. Either way, endless opportunities for education on a variety of topics, at all grade levels, are available. [Consult the Teachers Corner of the Web site for details and contact information.](#)

Please note that availability of programming in French is subject to the availability of bilingual interpreters. Saint-Norbert however is designated a French site and French services are always offered.

Saint-Malo Provincial Park

<http://www.manitobaparks.com>

Interpretive programming is available in Saint-Malo Provincial Park. Programs include: 1) To the Spillway We Go! – a guided walk where students learn about the history and purpose of the Saint-Malo reservoir and spillway; 2) Critter Dipping! – students hunt for critters in a marsh while learning about the importance of these species and their habitat; 3) Nature Games and Craft – teachers get to choose from a variety of games.

Telephone: 204-945-4375

Telephone: 204-347-5384 (after mid-May) (Saint-Malo Provincial Park)

Mennonite Heritage Village

<http://www.mennoniteheritagevillage.com/>

The Mennonite Heritage Village brings to life the Mennonite way of life from the 16th century to present day. A forty acre (17 hectare) site spreads out from a village street, in a pattern reminiscent of Mennonite villages found throughout Southern Manitoba at the turn of the century. The north side of the street illustrates the early settlement buildings while the south side shows the gradual shift to various business enterprises.

Mennonite Heritage Village

231 PTH 12 N

Steinbach, Manitoba R5G 1T8

Telephone: 204-326-9661 or toll free: 1-866-280-8741

e-mail: info@mennoniteheritagevillage.com

Musée de Saint-Georges

The Musée de Saint-Georges contains antiques that were used by the early settlers in that region. As well, kitchen and living room displays illustrate the facilities available during that era. Visitors will learn about the history of the French Canadian families that settled in that area.

19 Caron Bay South

Saint-Georges, Manitoba R0E 1V0

Telephone: 204-367-2927 or 204-367-8801

e-mail: cdc@wrac.ca

Musée Saint-Joseph Museum Inc.

<http://www.virtualmuseum.ca/English/About/members.html>

The museum is a reconstruction of a pioneer village. It offers to its visitors a unique occasion to discover the life of the pioneers as they lived in the region over a hundred years ago. The pioneer town has many restored buildings: the Perron house dated 1850 with furniture from the XIX century, a school dating in the late XIX century, a blacksmith shop, a general store, many antique tractors, agricultural machines from the beginning of the XX century as well as one of the largest collection of stationary engines in the Canadian west. One of the buildings has a wide collection of artifacts on display.

Visiting the museum will bring you back to the days of our pioneers and with the large collection of artifacts, you will be able to appreciate the hard work done by our ancestors. You can visit part of our exhibits on the Virtual Museum of Canada Web site listed above.

Musée Saint-Joseph Museum Inc.
P.O. Box 34
Saint-Joseph, Manitoba R0G 2C0
Telephone: 204-737-2390 or 204-427-2239

Musée des Pionniers et des Chanoinesses

http://www.pch.gc.ca/progs/pcce-ccop/reacc/vmc_community_memories_program_f.cfm

1930: A year in the life of a youngster in Notre-Dame-de-Lourdes. To portray the social, religious, school and family life in this small Franco-Manitoban town, they have created a journal of a young boy who lived here in the Thirties.

Musée des Pionniers et des Chanoinesses
55 Rogers Street
Notre-Dame-de-Lourdes, Manitoba R0G 1M0
Telephone: 204-248-2687
Contact: Monique Badiou
e-mail : museend@mts.net

Oak Hammock Marsh Interpretive Centre

<http://www.oakhammockmarsh.ca>

Oak Hammock Marsh Interpretive Centre offers hands-on, curriculum-based programs for all ages both at the Interpretive Centre and in your community. As an educator, there are a variety of tools available at your fingertips. The Interpretive Centre offers educator workshops, wetland kits and water testing equipment as well as the opportunity for your students to showcase their talents at a science fair or outdoor competition. Your class can experience the wonders of wetlands today. Plan a visit to the Interpretive Centre or have interpreters come to your community.

Oak Hammock Marsh Interpretive Centre
1 Snow Goose Bay on Hwy. 220
P.O. Box 1160, Stonewall
Oak Hammock Marsh, Manitoba R0C 2Z0
Telephone: 204-467-3300
Bookings: 204-467-3299 or toll free: 1-888-50-MARSH (62774)
Fax: 204-467-3311 or 204-467-9028
e-mail: ohmic@ducks.ca

Parks Canada

<http://www.pc.gc.ca/education>

Youth Zone – <http://www.pc.gc.ca/zone>

Parks Canada is responsible for Riding Mountain National Park, Wapsuk National Park as well as all National Historic Sites in Manitoba including: Lower Fort Garry, Riel House, Saint-Andrews Rectory, The Forks, Prince of Wales Fort and York Factory.

They offer tours at each site as well as online resources and online guides. The programs offered are all linked to either the new social studies or science curricula.

For information on Parks Canada educational programming and resources in Manitoba, contact:

Lise Boiteau – Education Specialist

Telephone: 204-983-1350

e-mail: lise.boiteau@pc.gc.ca

Contact information:

Riding Mountain National Park – 204-848-7235

Wapusk National Park – 204-675-8863

Prince of Wales Fort & York Factory National Historic Sites – 204-675-8863

Lower Fort Garry National Historic Site of Canada

http://www.pc.gc.ca/lhn-nhs/mb/fortgarry/edu/index_e.asp

Step back in time to the 19th century fur trade at the oldest stone fur trading post still intact in North America. Costumed interpreters will take you back to the mid-1800s as they re-enact events of the early days of this Hudson’s Bay Company post. Stone walls encircle the fort’s enclosure, the largest group of original 19th century fur trade buildings in Canada. You and your students can discover the past first-hand, through one of the Manitoba curriculum-based programs and activities. Whatever the grade level, students will benefit from a unique and unforgettable experience at Lower Fort Garry National Historic Site of Canada.

Lower Fort Garry National Historic Site of Canada

5925 Highway 9

Saint-Andrews, Manitoba R1A 4A8

Telephone: 204-785-6050 or toll free: 1-888-773-8888

e-mail: LFGNHS.Info@pc.gc.ca

Saint-Andrew’s Rectory National Historic Site of Canada

http://www.pc.gc.ca/lhn-nhs/mb/standrews/index_e.asp

Saint-Andrew’s Rectory is an excellent example of mid-19th century Red River architecture. Exhibits on the main floor of the rectory interpret Red River architecture, and the roles of the Church Missionary Society and the Church of England in the settlement of the Red River and Western Canada.

Saint-Andrew’s Rectory National Historic Site of Canada

374 River Road

Saint-Andrews, Manitoba R1A 2Y1

Telephone: 204-334-6405 or toll free: 1-888-773-8888

Tour information: Lucille Ledoyen, 204-334-5700

e-mail: LFGNHS.Info@pc.gc.ca

Pine Falls Hydro Dam

http://www.hydro.mb.ca/corporate/facilities/gs_pine_falls.shtml

The station at Pine Falls is located in the town of Powerview. The station has 1 French tour guide who can handle groups up to 12 people at a time. The tour is 1-1½ hours in length. Groups can arrange a tour by calling Manitoba Hydro's Public Affairs office at the number listed below in Winnipeg. A video – which takes viewers on the same tour – is also available from Manitoba Hydro's Corporate Library (204-474-4708) in Winnipeg.

Manitoba Hydro
Public Affairs
P.O. Box 815
Winnipeg, Manitoba R3C 2P4
Telephone: 204-474-3233
e-mail: publicaffairs@hydro.mb.ca

Red River Valley Floods Interpretive Centre

<http://www.steagathe.mb.ca>

The Red River Floods Interpretive Centre is located at Sainte-Agathe, just 15 minutes south of Winnipeg in the Sir George-Étienne Cartier Park. The Interpretive Centre offers a hands-on experience for your students directly related to your curriculum. The Interpretive Centre also features a Flood of the Century exhibit and slide show. There are three school programs available: K-2 Will it Float, Gr. 3-6 Erosion – A Ground Breaking Idea and Gr. 7-8 Hunting for Clues.

Red River Floods Interpretive Centre
P.O. Box 57
Sainte-Agathe, Manitoba R0G 1Y0
Telephone: 204-882-2696
e-mail: redriverfloods@rainyday.ca

Additional French Language Opportunities and Programs

This is an overview of French opportunities, exchanges and programs available to young individuals.

American Field Service (AFS) Interculture Canada

<http://www.afscanada.org>

AFS is one of the world's largest community-based volunteer organizations dedicated to building a more just and peaceful world through international student exchange. More than 11,000 students, young adults and teachers participate in AFS programs each year. Program duration varies from summer sessions to semester and year long programs in which students aged 15-18 stay with a host family and



attend school in another country. AFS encourages students to: *Study abroad, learn a new language, discover a new culture, help a community in need and have the time of your life!*

French for Life,
CPF Manitoba
<http://www.frenchforlife.ca/students.html>

This site, sponsored by Canadian Parents for French Manitoba, provides a listing of exchanges and online learning opportunities for maintaining and improving French. It also contains links to other research and publications.

Cahier d'activités culturelles

<http://www.edu.gov.mb.ca/m12/progcul/cahier.html> (Web site in French only)

This activity guide, updated yearly, outlines musical and cultural activities and events available to Manitoba schools in the French language.

Canadian Exchange Foundation (CEEF) Student Exchange

<http://www.ceef.ca/new-site/students/the-program/01-introduction.html>

This foundation is a not for profit corporation providing three month school based international exchange programs for students and teachers through partnerships with governments and private agencies.

EF High School Year

<http://www.efeducation.ca>

This program is for high school students who wish to study for a semester or a year in another country. Students experience the culture and learn the language while living with a host family. Through the exchange with a French speaking student, students become more confident in using their second language skills while participating in a culturally enriching experience. Not only do their academic skills improve, but living in an authentic context enables these students to use the language in a wide variety of contexts and to develop fluency in all aspects of language usage. These students are enabled to develop lifelong friendships with youth from the other official language group while exploring the language and culture of another community.

Encounters with Canada/Rencontres du Canada

<http://www.encounters-rencontres.ca>

This program is funded by the Department of Canadian Heritage. It offers 14-17 year old students from across Canada the opportunity to spend one week in Ottawa at the Terry Fox Canadian Youth Centre. Started in 1982, Encounters with Canada gives students the opportunity to meet others from different backgrounds and different parts of the country and to learn more about Canada's major institutions. The week's program is divided into two parts. The first part of the week focuses on Canadian institutions and includes visits to the House of Commons and the Senate, a guided tour of the National Capital Region, and modules. The second part of the week is organized around one of the 12 sub-themes. The students gain "hands-on" experience through the participation in group discussions, simulations, multimedia presentations, and role-playing. Activities also include guest speaker presentations, theme-related visits, and guided tours.

Explore

<http://www.myexplore.ca>

Explore is a summer language bursary program. This five week intensive program offers students the opportunity to travel to another part of the country and to participate in an immersion experience in which to meet new people and exchange ideas while improving their knowledge of French.

Forum for Young Canadians

<http://www.forum.ca>

This is a bilingual youth program for students aged 15-19 about the Canadian government and its institutions. Established in 1975, Forum is operated by the not-for-profit Educational Foundation for the Study of Processes of Government in Canada. Students experience one week sessions in the spring, spending a week on Parliament Hill to experience first hand the workings and values of the Canadian government. Transportation costs are covered through the Department of Canadian Heritage and the program sponsors.

INTO Canadian Cultural Exchange Foundation

http://www.exchanges.gc.ca/Exchanges_View.asp?Language=0&Txt_Org_Id=367&txt_Exchange_ID=498

For students in Grades 7-12, INTO Canadian Cultural Exchange Foundation is a non-profit exchange organization based in Canada. Its mission is to promote peace and understanding of international cultures by offering Canadian students quality educational travel/exchange programs abroad. Students are able to experience full cultural immersion in a French speaking country by attending an international high school and living with a family of that culture. International students experience a new language and culture while attending a Canadian high school and living with a Canadian family.

Katimavik

<http://www.katimavik.org>

Katimavik is a nine month national youth volunteer service program for youth ages 17-21 who want to travel across Canada and experience the culture in different communities. Students live in three different communities and engage in volunteer projects during their stay, two of which are English speaking and one of which is French speaking. This national program fosters the development of leadership skills, assists students with learning French or English as they discover Canada's cultural diversity, all the while participating in environmental projects and adopting a healthy lifestyle.

Where to go and What to do:

A Guide For Bilingual Youth — Adventures in French

<http://www.cpf.ca/English/Resources/BilingualYouthGuide.pdf>

Do you need ideas on how to use your French outside of the classroom and as a bilingual Canadian?

Produced by Canadian Parents For French (CPF), this guide provides information for bilingual high school students regarding summer education, French language experiences and employment opportunities. It furthermore provides detailed information about government sponsored programs for bilingual youth.

For more information contact CPF (cpf@cpf.ca)

MB4youth.ca

<http://web2.gov.mb.ca/mb4youth/>

The youth portal sponsored by Manitoba Education, Citizenship and Youth, connects youth to over 200 programs and services sponsored by the government of Manitoba. These programs cover areas such as scholarships and bursaries, employment, citizenship, youth engagement, health and safety.

Manitoba Education, Citizenship and Youth
MB4Youth Division
310-800 Portage Avenue
Winnipeg, Manitoba R3G 0N4
Telephone: 204-945-3556 or toll free: 1-800-282-8069 ext. 3556

Manitoba-Québec Six-Month Student Exchange Program

<http://www.edu.gov.mb.ca/k12/students/index.html>

The Manitoba-Québec exchange is a six-month student exchange program in which students in Grades 10 and 11 exchange homes and schools for three months in each province. Students from Québec arrive in Manitoba in September and students from Manitoba go to Québec in February.

Nacel

<http://www.nacel.org/>

Nacel offers a range of programs from group holidays, high school year abroad, homestay programs, summer camps and work experience programs in a variety of international destinations. By choosing to visit a French speaking country and stay in a French speaking home, students are able to experience innumerable cultural and academic opportunities to enhance their language and communication skills and to develop a greater appreciation of cultural and linguistic diversity.

SEVEC Youth Exchanges Canada Program

<http://www.sevec.ca>

Schools are paired with a school in Québec and a one week exchange in each province takes place with students staying in recipient homes. The federal government pays the transportation expenses. This program enables students to use their second language in an authentic situation while developing friendships with youth from the other official language and another part of Canada.

Shad Valley - Science and Technology

<http://www.shad.ca>

Shad Valley is an international program for students in Grades 11 and 12 who have shown strong leadership skills in volunteer work, sports and the arts. This is a four week residential program offered in universities across Canada with

a bilingual program at Université Laval. Shad Valley offers students the opportunity to explore career possibilities in creative technology in the areas of mathematics, science, engineering and entrepreneurship while creating a lasting network of friends.

Summer Work Student Exchange Program

<http://www.summer-work.com/>

This program is a special 6 week student exchange program designed for 16-17 year olds. Students live with the families of students with whom they have been paired and work at a summer job in one of their official languages, in another community. University student coordinators organize the program and provide supplementary activities. The program pays for transportation and mandatory activities, and the students, who work for minimum wage, pay for their personal expenses.

YMCA Youth Exchanges Canada

<http://www.ymcautoronto.org/en/who-we-work-with/educators/youth-exchanges/index.html>

This program is sponsored by the federal government through Exchanges Canada. This group reciprocal home-stay exchange program is designed for groups of 10 to 30 participants between the ages of 12 and 17. Participants are twinned with same-age groups from another province or territory, and they take turns staying in each other's homes for at least five days. Groups involved in outdoor activities can arrange camp-stay exchanges. By choosing to participate in this program in French and to stay in French communities, participants gain valuable authentic language experience and are encouraged to further their studies in French.

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Société franco-manitobaine. (2007). *Annuaire des services en français au Manitoba 2007*. Access: <http://www.sfm-mb.ca>

Canadian Parents for French Manitoba. (2006). *French for life*. Winnipeg: Canadian Parents for French Manitoba. Access: <http://www.frenchforlife.ca>

Canadian Parents for French. (2006). *RCCFC guidance counsellor survey*. Ottawa: Canadian Parents for French. Access: http://www.cpf.ca/english/what's%new/ENG_RCCFC.doc

Tardif, C. (2006, November). *But can they laugh in French...* Keynote address presented at the conference French Immersion in Manitoba: Strengthening our Community, Winnipeg, Manitoba.

11

FRENCH LANGUAGE POSTSECONDARY INSTITUTIONS AND OPPORTUNITIES



Young adults benefit greatly from further academic study in their second language in that it helps to solidify the language and to develop a more enhanced linguistic base from which to continue to grow and develop.

In *The Next Act: New Momentum for Canada's Linguistic Duality – The Action Plan for Official Languages* (Privy Council Office, 2003), the federal government has proposed that the ability to communicate in both English and French be identified as one of the foundations of life-long learning for Canadians. Language learning does not stop at graduation. New challenges and opportunities continuously arise through work, travel and interpersonal connections that require upgrading of language skills. Whether it be to read a novel with unfamiliar vocabulary, to work in a new technical area or to communicate in a new local dialect, we find ourselves constantly being challenged to extend our linguistic competence throughout our lives. As a person moves into new functional domains, language learning can be further enhanced through special language classes, exchanges, and on the job training.

With the growth of French Immersion Program education in Canada, universities and colleges are expanding their programs to accommodate the ongoing learning needs of graduating students. In *The Next Act: New Momentum for Canada's Linguistic Duality – The Action Plan for Official Languages* (Privy Council Office, 2003), the federal government has also recognized this need and has increased its postsecondary contribution to \$137 million for teaching second languages, \$24 million toward summer language bursary programs (Explore) and \$11.5 million to the official language monitor programs (Odyssey and Accent).

Information about the many opportunities to continue to learn and use French beyond high school is important to parents and students both as a demonstration of the value of learning French and as motivation to continue in the French Immersion Program to the end of Grade 12.

This chapter highlights different ways in which students may continue to use French beyond Grade 12: universities and colleges, bursaries, study and exchange programs, and career related programs.



Universities and Colleges

Manitoba Universities and Colleges

Collège universitaire de Saint-Boniface (CUSB)

<http://www.ustboniface.mb.ca>

The CUSB is the oldest French-language postsecondary educational institution in Western Canada. It is located in the community of Saint-Boniface in the heart of Winnipeg. CUSB is the only university in Western Canada offering French as the language of instruction in all of its programs. In 2006, French immersion students constituted 25% and international students 15% of the approximate 1000 student population. CUSB offers academic instruction and student support in a close community atmosphere.

At the university level, undergraduate degree programs are offered in Arts, Science, Education, Business Administration, Social Work and Translation. Master's degrees in Education and Canadian Studies are also offered.

The École technique et professionnelle (ETP) offers technical/professional programs such as Business Administration, Data Processing, Nursing, Multimedia Communications, Health Care Aide, Early Childhood Education and Tourism.

The CUSB also operates a Division de l'éducation permanente (Continuing Education Division) that offers a range of professional development courses, language courses such as English, Spanish and German and also offers customized contract training.

University of Manitoba (U of M)

<http://www.umanitoba.ca/>

The U of M, founded in 1877, is the largest and most comprehensive postsecondary educational institution in Manitoba. With campuses in Fort Garry and downtown, in a typical year, the university has an enrolment of 25,000 undergraduate students and 3000 graduate students. The university offers 82 degrees, 51 at the undergraduate level and also has distance education and continuing education divisions. Most academic units offer graduate studies programs leading to master's or doctoral degrees.

The French Department offers undergraduate, graduate and a doctoral program in French with specialized training in French and Francophone literature. The Faculty of Education at the University of Manitoba also prepares teachers to teach French.

For students who want to pursue in-depth and field-based research on linguistic structures, the University of Manitoba M.A. and Ph.D. programs are flexible. The

interests of the faculty cover a broad range of research areas and the area's ethnic diversity provides a rich linguistic environment. Graduate programs most often involve original fieldwork, either in the local indigenous languages or in such places as Papua New Guinea.

University of Winnipeg (U of W)

<http://www.uwinnipeg.ca/>

Located in downtown Winnipeg, the U of W is the second largest university in Manitoba. The U of W offers undergraduate and select graduate courses in language, literature and linguistics as well as a Collegiate and Continuing Education Division. Over 800 courses in 40 subject areas are offered to approximately 9200 students.

The U of W provides language and computer labs, discussion groups and French social and cultural events to foster language development and improve conversational French. Qualified French Major students can participate in a Third Year Abroad Program held in Perpignan, in the south of France and administered by the U of W.

Brandon University (BU)

<http://www.brandonu.ca/>

Situated in Brandon, Manitoba, Brandon University received its Charter in 1967. With approximately 3000 students, it is the third largest University in Manitoba. A BA in French is offered through the Department of Modern and Classical languages at the undergraduate level.

University and College Directory

The following Web sites provide information and resources regarding postsecondary institutions where it is possible to study in French in Canada and elsewhere.

Association des universités de la francophonie canadienne (AUFC)

<http://www.aufc.ca/> (Web site in French only)

The AUFC has as its mission the promotion of university education in a francophone minority milieu. Its intention is to develop cultural, social and economic support for the francophone community through the cooperation of its members and the communities they serve. Consisting of a consortium of Francophone universities across Canada including CUSB, this network is attempting to develop national programming policies and standards in a variety of domains, including recruitment, translation, interpretation, French as a second language, school administration, ethics, research and international research on minority language education.

**Where to go and
What to do:**

A Guide for Bilingual
Youth – University Bound
[http://www.cpf.ca/
English/Resources/
BilingualYouthGuide.pdf](http://www.cpf.ca/English/Resources/BilingualYouthGuide.pdf)

Do you need a challenge?
Would you enjoy studying
in French? This excellent
document produced by
Canadian Parents for
French (CPF) provides
information for students
who wish to continue
to perfect their French
language skills after
graduation. The document
provides a listing and
description of officially
bilingual university
programs across Canada.
What a great way to
focus on French after
secondary school!

Association of Universities and Colleges of Canada/Association des collèges et universités du Canada (AUCC)

<http://www.aucc.ca/>

The AUCC is a 92 member consortium of publicly funded Canadian universities and university colleges. The AUCC manages a large number of international programs and projects and has been involved with over 2000 international projects in the last 30 years. The AUCC oversees the quality and integrity of university programming and coordinates recruitment, research and university partnerships both nationally and internationally. The AUCC manages 150 bursary programs and gives out 3500 bursaries annually.

Réseau des cégeps et collèges francophones du Canada (RCCFC)

<http://rccfc.ca> (Web site in French only)

The RCCFC is a partnership consisting of a support network fostering the promotion of technology, communication and the exchange of information among the francophone collegiates and colleges across Canada and in support of development in francophone Africa.

The RCCFC coordinates many projects regarding postsecondary instruction in Canada and in francophone Africa. The RCCFC promotes national visibility and represents the collegiates and colleges in dealings with the federal government.

RCCFC programs offer connections to technology and career training for those students who are bilingual and who desire to work in French. The RCCFC is becoming more aware of the need to provide technical and career training for students in immersion programs and individual programs are putting an increasing number of supports in place to welcome these students and to accommodate their needs.

Canadian Virtual University (CVU)

<http://www.cvu-uvc.ca/english.html>

CVU is a consortium of Canada's leading universities in distance education and learning. The universities offer 300 complete degrees, diplomas or certificates, and 2500 individual courses available completely online or through distance education. The University of Manitoba is a member of the consortium. Courses are available in French in a great variety of areas including anthropology, business, conflict resolution, finance, fine arts, geography, gemology, computer programming, media studies, military training, music, politics, women's studies, and many others. These courses can be applied toward degrees **with appropriate department permission** at all Manitoba universities.

Canadian Parents for French – Inventory of Post-Secondary Opportunities for Anglophone Students Studying in French

http://www.cpf.ca/english/postsec/post_secondary_survey.html

This inventory presents options and support for non-francophone students interested in studying in French at the postsecondary level. It provides information about faculties, departments and degree programs in which courses are offered in French. It also includes details of academic support for students in these courses as well as financial support, facilitation of social interaction with francophones, exchange programs and employment opportunities in French environments, and on-going support for national French-language initiatives through continuing education.

Universities and Colleges Offering Programs in French

The following universities and colleges offer programming in French whereby students may study in French toward a degree in another domain. The French opportunities at each institution are quite varied, so students should research each location carefully to determine what would be their best option. The list below serves to identify opportunities for study in French. The list is by no means comprehensive.

British Columbia:

Simon Fraser University, Vancouver, British Columbia

<http://www.sfu.ca/french>

Alberta:

Campus Saint-Jean, University of Alberta, Edmonton, Alberta

<http://www.fsj.ualberta.ca/>

Saskatchewan:

Institut français, University of Regina, Regina, Saskatchewan

<http://institutfrançais.uregina.ca>

Ontario:

Royal Military College of Canada (RMC), Kingston, Ontario

http://www.rmc.ca/home_e.html

University of Ottawa, Ottawa, Ontario

<http://www.uottawa.ca>

Glendon College, York University, Toronto, Ontario

<http://www.glendon.yorku.ca>

Collège universitaire dominicain, Ottawa, Ontario

<http://www.collegedominicain.ca/>

Laurentian University, Sudbury, Ontario

<http://www.laurentian.ca/>

Saint-Paul University, Ottawa, Ontario

<http://www.ustpaul.ca/>

University of Sudbury, Sudbury, Ontario

<http://www.usudbury.ca>

Campus d'Alfred, University of Guelph, Guelph, Ontario

<http://www.alfredc.uoguelph.ca/>

La Cité collégiale, Ottawa, Ontario

<http://www3.lacitec.on.ca/>

Québec:

McGill University, Montreal, Québec

<http://www.mcgill.ca/>

French Language Universities and Colleges

The following francophone universities, although primarily geared toward francophones, offer some academic support to non-francophone students. These universities have recognized the need to accommodate immersion students by meeting their needs through orientation programs, second language classes, social and cultural opportunities for language development and the provision of other more specific supports such as language tutoring.

Université Laval, Québec City, Québec

<http://www.ulaval.ca/>

Université de Montréal, Montréal, Québec

<http://www.umontreal.ca/>

Affiliates:

École des hautes études commerciales (HEC), Montréal, Québec

<http://www.hec.ca/>

École Polytechnique, Montréal, Québec

<http://www.polymtl.ca/>

Université du Québec, various locations in Québec, e.g., Trois-Rivières, Québec

<http://www.uquebec.ca/>

Affiliate:

École de technologie supérieure (ETS), Montréal, Québec

<http://www.etsmtl.ca>

Université de Sherbrooke, Sherbrooke, Québec

<http://www.usherbrooke.ca>

Université de Moncton, Moncton, New Brunswick

<http://www.umoncton.ca/>

Université Sainte-Anne, Pointe-de l'Église, Nova Scotia

<http://www.usainteanne.ca/>

Collège communautaire du Nouveau-Brunswick, Bathurst, Campbellton, Dieppe
and Edmundston, New Brunswick

<http://www.ccnb.nb.ca/>

Collège universitaire de Hearst, Hearst, Ontario

<http://www.univhearst.edu>

French Language Postsecondary Opportunities



Bursaries and Programs

The following are suggestions of available bursaries and programs. This is not a comprehensive list.

Official Languages Programs

<http://www.cmec.ca/olp/indexe.stm>

The Council of Ministers of Education, Canada (CMEC) coordinates official-language activities related to agreements between the federal and provincial/territorial governments. The Department of Canadian Heritage provides funding for the programs, while the provinces and territories assume the costs of the programs' decentralized administration.

To promote the study of Canada's official languages, CMEC, in cooperation with the provinces and territories, administers a variety of bursaries and language assistant programs such as Explore, Accent and Odyssey.

Explore

<http://www.myexplore.ca>

Explore is a five week intensive French language learning course. Participants receive a bursary covering tuition fees, materials, meals and accommodation.

Languages at Work

http://www.fjcf.ca/let/index_e.asp

Languages at Work is a component of Young Canada Works (YCW), which offers a number of summer job placements for graduating **Explore** participants. Such a placement will give students the opportunity to gain work experience using their second official language after having completed **Explore**. For more information, contact YCW at 1-800-267-5173 or the Fédération de la jeunesse canadienne-française at fjcf@fjcf.ca

Accent (part-time)

<http://www.myaccent.ca>

Accent is a part time language assistant program which provides part time work to postsecondary students studying in another province and working with students in their second official language.

Odyssey (full-time)

<http://www.myodyssey.ca>

Odyssey is a full time language assistant program. This program provides an opportunity to work in and experience the culture of another province or territory for 9 months (September to May).

French Immersion Studies Bursary

<http://www.edu.gov.mb.ca/k12/students/index.html>

This program offers a \$2500 bursary to Anglophone students wishing to pursue an out-of-province French Immersion Program.

Bourses aux étudiants du Collège universitaire de Saint-Boniface

<http://www.edu.gov.mb.ca/k12/students/index.html>

Students wishing to pursue their studies at Collège universitaire de Saint-Boniface are eligible to receive a \$500 bursary toward their studies in French. CUSB also offers special summer work programs to CUSB students:

<http://dep.cusb.ca/fr/programme.htm>

French Language Studies Bursary

<http://www.edu.gov.mb.ca/k12/students/index.html>

A French language studies bursary of \$2500 is also available to students who choose to leave the province to study in French in an area of study that is not offered in French in Manitoba.

Note: For additional information contact:

Official Languages Programs

Bureau de l'éducation française Division

Manitoba Education, Citizenship and Youth

Telephone: 204-945-6932

Toll free (in Manitoba only): 1-800-282-8069 extension 6932

e-mail: languesofficielles@gov.mb.ca

Study and Exchange Programs for Postsecondary Students

L'École de langues de l'Université Laval (L'ÉLUL)

<http://www.sit.ulaval.ca/sgc/site/elul/pid/6414>

This is an intensive French language immersion program designed for non-francophone students wishing to pursue their studies at a French language university. It is a program suitable for university students at all levels.

France Canada Exchange

http://www.consulfrance-toronto.org/article.php3?id_article=383

This program is part of an agreement among France, Ontario, Saskatchewan and Manitoba. Students in these three provinces can study in France and obtain credit at universities in these provinces with prior agreement from their universities.

French Immersion at l'Université Saint-Anne, Pointe-de-l'Église, Nova Scotia

<http://www.usainteanne.ca/default.php>

Nova Scotia's only French university, Université Sainte-Anne has many years of expertise in teaching French as a second language. Noted for its philosophy of learning and the personable approach of the professors, teaching staff is recruited from all over the French speaking world. Intensive five week immersion courses are offered in various locations in Nova Scotia for students desiring to improve their French prior to entering a French institution.

Queen Elizabeth II Silver Jubilee Endowment Fund

http://www.aucc.ca/scholarships/open/queene_e.html

This is an exchange program aimed at youth who wish to pursue full time studies in a francophone milieu.

Trois-Pistoles French Immersion School

<http://www.uwo.ca/cstudies/tp/>

The University of Western Ontario offers a variety of university courses in an immersion environment in Trois-Pistoles, Québec. Students live in québécois homes and fully experience a francophone environment.

EduFrance

<http://www.edufrance.fr/>

This agency assists students wishing to study in French universities in a variety of postsecondary domains, including education, foreign affairs, business and sciences.

International Agriculture Exchange Association (IAEA)

<http://www.agrventurecanada.com>

For youth ages 18-30 with at least two years experience in agriculture, this non-profit organization has been in operation since 1963. IAEA offers agricultural exchanges in 18 countries. The main objectives of IAEA are:

- to provide rural youth with an opportunity to learn about agricultural methods in other parts of the world;
- to develop an understanding of the culture of other countries; and
- to strengthen and improve mutual understanding between the countries involved through personal contacts established between the participants and the host family.

IAEA has a great variety of exchanges including:

- *Working Holiday Programs* in France, Germany, Ireland, Netherlands, Sweden and the U.K.; and
- *Student Work Abroad Programs* in Austria, France, Germany, Ireland, Netherlands and the U.K.

By specifying the desire to work with a French family, immersion students with a background in agriculture can improve their knowledge of agriculture while acquiring improved language skills and a greater understanding of French culture.

Association Périgord Linguistique et Culturel (APLC)

<http://www.perigord.tm.fr/~fle/acanglais.htm>

Located in the charming university town of Périgueux, the APLC offers an opportunity to improve French language skills in one the most beautiful and safe regions of France. The Périgord, located in southwestern France, is renowned for its appealing life style, its cuisine, wine and magnificent chateaux, all a part of its rich cultural history.

Career Related Programs for Postsecondary Students

Student Temporary Employment Program (STEP)

<http://www.studentjobs.gov.mb.ca>

STEP Services offers hundreds of career related job opportunities, jobs including Career Options for students with disabilities, both summer and part time employment opportunities and cooperative education work terms. For students who are bilingual, there are increased training and employment opportunities such as the Québec and New Brunswick exchange programs and a variety of other positions which require a student to be bilingual. Taking advantage of a French language work experience opens doors to future cultural, academic and employment opportunities while enhancing their linguistic experience.

The Québec and New Brunswick exchange programs are designed for postsecondary students who wish to be exposed to the social and cultural life of another province while gaining experience matched to studies or career goals.

The Senate Page Program

<http://www.parl.gc.ca/information/about/programs/senpages/senpages-E.htm>

Fifteen university students from across Canada are selected yearly to participate in the Senate Page Program in Ottawa. Responsible for a wide variety of activities associated with the legislative process, pages are hired for a one year contract with the possibility of renewal for a second year. Senate pages must be enrolled as full time undergraduate students in one of the four universities in the National Capital Region. The selection process includes a written examination and interview process. In addition to strong communication skills, linguistic duality, community service, diversity and financial need are taken into consideration in hiring.

House of Commons Page Program

http://www.parl.gc.ca/information/about/programs/pages/pp_welcome-e.htm

In the Parliamentary Page Program /House of Commons Page Program, 40 students are selected from high schools across Canada to work as pages on a part-time basis during their first year of study at one of the four universities in the National Capital Region. Applicants must be bilingual.

Federal Student Work Experience Programs (FSWEP)

http://jobs-emploi.gc.ca/srp-fswep-ptete/about_e.htm

The Federal Student Work Experience Program (FSWEP) is the primary vehicle through which federal departments and agencies recruit students for temporary students jobs. FSWEP gives full-time postsecondary students fair and equal access to students jobs offered by the Public Service of Canada and opportunities to learn about the federal government and gain valuable experience while developing and improving their employability skills. The Department of Justice participates in this program by hiring many summer students in various fields of studies, including a large number of law students. Part-time students who are recognized by their academic institution as having a disability are also eligible to apply.

These programs are intended to enrich academic programs, develop employability skills, and help students to evaluate career options with the federal government. Students choosing to work in French should make this request when applying. There are many designated bilingual job opportunities available. While bilingualism is not a requirement for all job opportunities, it is definitely an asset. It plays a significant role in portability and promotion within the federal government.

Audit Trainee Program

http://www.oag-bvg.gc.ca/domino/career.nsf/html/page4b_e.html

The Office of the Auditor General of Canada is an approved audit training office recognized by all three accounting institutes, whatever the chosen designation – Chartered Accountant (CA), Certified General Accountant (CGA), or Certified Management Accountant (CMA).

This is the only federal government organization authorized to article CA students. Students are supported through time off to study, reimbursement of tuition for mandatory courses, and work experience that meets the requirements of all three accounting programs.

As part of the financial audit trainee program, students are members of an audit team responsible for a broad spectrum of audits, from the largest financial audit in Canada (the Government of Canada financial statements) to audits of Crown corporations, federal departments and agencies, territorial governments, and international organizations.

The Audit program offers the opportunity to learn or improve second language skills, French or English, during the workday. The program offers in-house sessions in which small groups with the same level of language skills work with an instructor on a regular weekly basis.

Program for Students in Law

<http://www.jobs.gc.ca>

The Justice Canada Program for students in law includes responsibilities for carrying out a variety of law-related duties including working in collaboration with lawyers in the department in research, preparation of legal memoranda and support for carrying out the department's broad range of responsibilities and activities. While bilingualism is generally an advantage, it is required in some cases.

Rideau Hall's Visitor Services and Interpretation Program

<http://www.jobs.gc.ca>

Through the Office of the Secretary to the Governor General, Rideau Hall has been the official Ottawa residence and workplace of every Governor General of Canada since Confederation. As a Guide-Interpreter, a student is one of Rideau Hall's front-line ambassadors, who together greet up to 200,000 visitors each year, from royalty and heads of state, to school children and tourists. Students interpret various themes related to Canadian history, visual arts and horticulture following a dynamic and in-depth training program. Students must be fully bilingual with excellent communication skills in both English and French.

Student Guide Program in France

<http://www.jobs.gc.ca>

Managed by Veteran's Affairs Canada, the Student Guide Program in France is an opportunity to travel, meet long-lasting friends, and teach people from around the world about Canadian history in both official languages. Students from across Canada live and work in France for four-month periods as interpretive guides at the Canadian National Vimy Memorial and the Beaumont-Hamel Newfoundland Memorial.

Youth on the Move/Les jeunes ça bouge: Department of Foreign Affairs and International Trade

<http://www.dfait-maeci.gc.ca/canada-europa/youth>

This department provides a listing of work and travel opportunities. These programs allow young adults, including full-time students, to work abroad while traveling. Targeting youth between ages 18-35, there are opportunities requiring varying degrees of bilingualism for youth in the areas of volunteering, working, studying and exchanges. These possibilities are a great way to enrich language and develop new friendships while building increased cultural understanding and employment skills.

Student Work Abroad Program (SWAP)

<http://www.swap.ca>

Work in Britain. Work in Ireland. Work in France. Work in Australia. Work in New Zealand. Work in the USA. SWAP Working Holidays offers these and other countries to Canadian students and youth aged 18 to 35 who want to work abroad. Each year, young Canadians can choose from more than 30,000 opportunities to travel and work abroad in more than 12 different countries. By choosing a French-speaking country, students can greatly enhance this experience by improving their language skills while experiencing the art, music and culture of another country. These opportunities are made possible through reciprocal arrangements that Foreign Affairs Canada has negotiated with host countries.

Young Workers' Exchange Program - Canada-France

http://www.dfait-maeci.gc.ca/canada-europa/youth/ywcf_ca-en.asp

This exchange program is an up to 12 month work/vacation program in France for youth from 18-35. Through this program students can gain work experience and enhance personal development through music, art and culture in a completely French environment. This is an opportunity to gain valuable global experience and skills that are sought after by employers both in Canada and around the world.

Young Canada Works (YCW)

<http://www.pch.gc.ca/yew-jct>

Young Canada Works (YCW) offers students and young graduates the chance to put their skills to the test, build career equity, earn money for their education or get started on the right career path. Summer jobs and internships give young people access to unique opportunities to learn and work, whether it be to practice their second language in a museum, work in an Aboriginal friendship centre or even travel abroad. If interested in working in one of Canada's national parks, visit Parks Canada's Web site at <http://www.pc.gc.ca>

YCW subsidizes up to 2285 job opportunities. These wage subsidies are dedicated to offering summer jobs and internships to Canadian students and graduates, allowing them to gain valuable experience while putting their skills to the test. From an employer's perspective, fresh ideas and competitive skills are made available.

YCW sponsors three summer job programs:

- YCW for Aboriginal Urban Youth
- YCW in Heritage Organizations
- YCW in Both Official Languages

http://www.pch.gc.ca/yew-jct/html/prog_summary_e.htm

YCW also sponsors two internship programs for unemployed or underemployed college or university graduates:

- YCW at Building Careers in Heritage
- YCW at Building Careers in English and French

http://www.pch.gc.ca/yew-jct/html/prog_summary_e.htm

Note: It is of great importance that students be assisted in following their own personal career goals. It is important that students be connected to French speaking mentors in areas that reflect their own interests. By contacting professional, business, multicultural and community groups, it is often possible to find French speaking mentors who are willing to come out and speak or to assist students in the pursuit of their goals. Many of these groups also offer scholarship opportunities in related fields or areas of study.

References

Canadian Parents For French. (2006). *Inventory of post-secondary opportunities for anglophone students studying in French*. IpsosReid. Access: http://www.cpf.ca/english/postsec/post_secondary_survery.html

Government of Canada (Privy Council Office). (2003). *The next act: New momentum for Canada's linguistic duality – The action plan for official languages*. Ottawa: Government of Canada.

Réseau des cégeps et des collèges francophones du Canada. (2003). *Survol des facteurs qui influencent les diplômés des programmes d'immersion à poursuivre des études postsecondaires en français*, Rapport Final. Access: http://rccfc.ca/pdf/etudes/survol_des_facteurs.pdf

All Web sites integrated in Chapter 11.

12

SUPPORT AGENCIES AND WHAT THEY OFFER



Organizations Directly Related to Education



Manitoba Teachers' Society (MTS)

<http://www.mbteach.org/>

Background

The Manitoba Teachers' Society represents 17,000 teachers in Manitoba. Founded in 1919, the MTS is the professional body working to protect teachers' rights and to advance public education. Teacher associations are established in every school division, autonomous school district and in some Band Operated schools. The MTS is a key educational partner working with Manitoba Education, Citizenship and Youth as the voice of teachers advising government on curriculum and governance issues relevant to public education.

Mission

The Manitoba Teachers' Society is dedicated to safeguarding the welfare of teachers, the status of the teaching profession and the cause of public education in Manitoba.

Provincial Council (AGM – Annual General Meeting)

The Provincial Council, often referred to as the AGM, is the supreme policy-making body of the Manitoba Teachers' Society. The Provincial Council, which meets once a year is composed of representatives of all teacher associations and the Provincial Executive. The Provincial Council elects the Provincial Executive and determines policies which govern MTS actions and teacher associations. (Teacher associations have the right to have association policies and to take association actions provided these are not contrary to provincial policies.)

Presidents' Council

The Presidents' Council, composed of the presidents of all teacher associations, the *Éducatrices et éducateurs francophones du Manitoba* and the Provincial Executive, holds at least three meetings a year. It has the right to make recommendations to the Provincial Executive and to determine expenditure of monies from the Reserve Fund. In addition, regional presidents' meetings are held throughout the province.

Provincial Executive

The Provincial Executive has the power to make all decisions between meetings of the Provincial Council and has total control over the internal administration of the Society's offices. In the absence of the Provincial Executive, the President has such powers as normally devolve to such office.

Éducatrices et éducateurs francophones du Manitoba (EFM)

<http://www.efm-mts.org/> (Web site in French only)

Background

Founded in 1967 and an agency of the Manitoba Teachers' Society since 1972, the *Éducatrices et éducateurs francophones du Manitoba* carry out the mandate of Manitoba Teachers' Society in all matters pertaining to French education. The EFM represents 1500 teachers working in French and French immersion programming. Responding to the needs of members and offering services in French, EFM represents Manitoba teachers at the local, provincial and national levels.

Services

Acting as an agency of the MTS, the *Éducatrices et éducateurs francophones du Manitoba*:

- assist the MTS in its review and evaluation of the effectiveness of teacher training programming at Collège universitaire de Saint-Boniface;
- initiate and offer professional development activities for teachers working in French;
- review curriculum taught in French;
- publish news bulletins and/or reviews containing information and resources relevant to education in French; and
- carry out other duties as assigned by the Provincial Executive of the MTS.

For more information

The Manitoba Teachers' Society
191 Harcourt Street
Winnipeg, Manitoba R3J 3H2
Telephone: 204-888-7961
Fax: 204-831-0877
Toll free: 1-800-262-8803

Manitoba Association of School Superintendents (MASS)

<http://www.mass.mb.ca/>

Background

The Manitoba Association of School Superintendents (MASS) provides leadership for public education by advocating in the best interests of learners and supporting its members through professional services in the belief that everyone has a role to play in public education. MASS promotes and advances the cause of public education provincially, nationally and internationally.

Mission

MASS provides leadership for public education by advocating in the best interests of learners, and supports its members through professional services.

Organizational Structure

With an elected Executive and an Executive Director, MASS is the association representing member superintendents from the 37 school divisions/school districts across Manitoba. MASS assists its members with contract and employment issues and maintains a legal fund to provide financial assistance to members who require personal legal counsel for work-related issues.

MASS is a key educational partner working closely with Manitoba Education, Citizenship and Youth as the voice of superintendents advising government on curriculum and governance issues relevant to public education.

Services/Support to the School Administrator

The Manitoba Association of School Superintendents hosts a summer learning institute, publishes a regular newsletter and a semi-annual journal on a variety of educational topics of interest to the school administrator. MASS also has prepared one page inserts for school newsletters on a variety of topics including helpful tips for parents and students on a variety of topics including the importance of reading, nutrition, physical activity, arts in education, summer learning loss, the value of public education and more. MASS prepares a number of position and discussion

papers on a variety of topics including special needs and school finance and hosts regular professional development conferences and sessions open by invitation to the educational community.

For more information

The Manitoba Association of School Superintendents
375 Jefferson Avenue
Winnipeg, Manitoba R2V 0N3
Telephone: 204-487-7972
Fax: 204-487-7974

Manitoba Association of School Trustees (MAST)

<http://www.mast.mb.ca/>

Mission

To enhance the work of locally elected school boards through leadership, advocacy and service, and to champion the cause of public education for all students in Manitoba.

Organizational Structure

The Manitoba Association of School Trustees (MAST) is the voluntary organization of public school boards in Manitoba representing democratically elected school trustees. MAST provides information regarding school trustees and their responsibilities on school boards for managing Manitoba's public schools. MAST provides information about the responsibilities of school boards, and about how they conduct their business as well as information about the election process for school trustees, and contact information for all Manitoba public school boards. MAST, as a key partner in education is the voice of school boards in an advisory capacity to Manitoba Education, Citizenship and Youth in curriculum and areas relevant to public education.

The Manitoba Association of School Trustees hosts regular conferences and professional development opportunities. MAST also prepares and shares information relevant to the legal aspects of education with school boards across the province. MAST is particularly involved in issues pertaining to school safety including Safe Schools Manitoba, Safe Grad Manitoba, TADD Manitoba, Student accident insurance and student safety.

For more information

Manitoba Association of School Trustees
191 Provencher Boulevard
Winnipeg, Manitoba R2H 0G4
Telephone: 204-233-1595 or toll-free: 1-800-262-8836 (in Manitoba)
Fax: 204-231-1356

Association manitobaine des directrices et directeurs des écoles d'immersion française (AMDI)

<http://www.amdi.ca/>

Background

L'Association manitobaine des directrices et directeurs des écoles d'immersion française (AMDI) is a non-profit organization affiliated with the Éducatrices et éducateurs francophones du Manitoba (EFM).

Mission

To assure the promotion of learning French as a second language through the French Immersion Program in Manitoba.

Services/Supports to School Administrators

- serves a role in planning the direction of French immersion programming in Manitoba;
- promotes French language education for the clientele of French immersion schools;
- initiates and coordinates concerted efforts and collaborative projects among French immersion schools;
- provides professional development opportunities for administrators of French immersion schools;
- acts as a voice for principals of French immersion schools;
- assures a liaison with other educational organizations in Manitoba to make them aware of the diverse needs of the French Immersion Program when necessary and appropriate; and
- creates links with the various national and provincial organizations connected with French immersion.

Manitoba Association of Parent Councils (MAPC)

<http://www.mapc.mb.ca/>

Background

The Manitoba Association of Parent Councils is a provincial organization of over 275 member groups throughout Manitoba. Most of those members are Parent Advisory Councils, Parent Councils, Parent Committees, Home & School Associations from individual schools in the province and several individual members who may be parents or community members.

Parents in Manitoba have identified a need for services to help them resolve issues within the public school system. To address this need, in 1999, the Manitoba Association of Parent Councils (MAPC) formed a committee known as the MAPC Advocacy Project (MAPCAP).

Mission

To support, promote, and enhance meaningful involvement and participation of parents in order to improve the education and well-being of children in Manitoba.

Organizational Structure and Membership

MAPC is a non-profit organization. Aside from minimum staff, MAPC is run by volunteer parents with Board representatives from across the province.

The Association's membership consists mainly of school-based parent groups, who are represented through their parent advisory groups or parent councils. Membership is optional, renewed annually, and is held by the parent advisory group or parent council, on behalf of all the parents of children attending that school or by individual parents or community members.

MAPC assists parent groups through newsletters, training sessions, conferences, a library of resources, and Web access to articles, minutes and other important documents relating to parental involvement. MAPC connects with other home and school associations across the country and keeps parents informed of initiatives. MAPC advises Manitoba Education, Citizenship and Youth in matters regarding parents and curriculum in support of providing excellence in the education of their children.

MAPC Advocacy Project (MAPCAP)

Supported by Manitoba Education, Citizenship and Youth and the Winnipeg Foundation, the purpose of the Advocacy Project is to help parents and parent leaders, through a collaborative process, deal more successfully with issues they are facing within the public school system. In mentoring parents and parent leaders, the project will maintain respect for parents, school and community.

MAPC and the School Administrator

In collaboration with the school administrator, the association provides the resources and services to parents and parent advisory councils or parent councils to assist them in working effectively as school and community partners in education.

For more information

Manitoba Association of Parent Councils
1005-401 York Avenue
Winnipeg, Manitoba R3C 0P8
Telephone: 204-956-1770 or toll-free: 1-877-290-4702
Fax: 204-948-2855
e-mail: mapc1@mts.net

Canadian Parents for French (CPF)

<http://www.cpf.ca/>

Canadian Parents for French Manitoba (CPF-MB)

<http://www.cpfmb.com/>

Background

Canadian Parents for French was founded in 1977 by English speaking parents attending a national conference and exchanging opportunities. It has continued to network and has become a major force in promoting French Immersion Programs throughout Canada.

Mission Statement – CPF National

Canadian Parents for French (CPF) is the national network of volunteers which values French as an integral part of Canada and which is dedicated to the promotion and creation of French second language learning opportunities for young Canadians.

Organizational Structure and Membership

A three-tiered organization, Canadian Parents for French also has provincial and municipal chapters across Canada. CPF works at the national level to pursue its goals with the federal government. The Manitoba Branch has chapters in Thompson, Flin Flon, The Pas, Swan River, Dauphin, Brandon, Portage La Prairie, Morden, Selkirk, Powerview, Beausejour, River East, Transcona and Springfield.

The vision statement of the Manitoba Branch is:

A Manitoba where French and English speaking people live together in mutual respect with an understanding and appreciation of each others' language and culture, and where linguistic duality forms an integral part of society to support the vision of a bilingual Canada.

Services Provided by CPF Manitoba

Canadian Parents for French provides information services for parents seeking research data regarding French Second Language (FSL) learning, including French immersion and Basic French. It also provides information for students about programs in other areas of the province or country. CPF is a valuable source of information about camps and other enrichment activities. The organization regularly produces provincial and national newsletters with items of interest to parents, teachers and students. Every year, CPF-MB provides services to students, teachers, parents and the community. As well, CPF-MB facilitates extra-curricular FSL projects for young Manitobans. These include but may not be exclusive to:

- Concours d'art oratoire involving all students in French immersion, Basic French and French first-language Grades 3-12;
- Cultural Tour providing a subsidized French-language experience to students in school divisions where there is a CPF chapter;
- Camp Soleil for French immersion students aged 6-10;
- Improvisation workshops for French immersion students in Senior Years;
- French multi-media kits, traveling resource library;
- Basic French Theatre Project for Basic French students;
- Frequent updates and information about FSL programs and courses;
- CPF Manitoba NEWS, a newsletter providing information about CPF-MB and FSL; and
- CPF-MB interactive Web site with fun games to play and links to other Web sites and activities across Canada.

CPF and the School Administrator

CPF's services and activities support FSL learning by:

- advocating for supportive policies, adequate funding and resources;
- informing the community about the value of and opportunities for learning French (pamphlets, posters, information meetings, speakers, displays, news releases, etc.);
- sponsoring, organizing and sharing information about extra-curricular activities for students;
- supporting parents by providing information, sharing ideas and addressing their concerns from the preschool to the postsecondary level (newsletters, Web sites, information meetings, responding to enquiries, etc.);
- serving as a clearinghouse of information about FSL learning (research, resources, statistics, etc.); and
- developing links with Manitoba Education, Citizenship and Youth, Bureau de l'éducation française Division, Manitoba Association for Parent Councils, The Manitoba Association of School Superintendents, The Manitoba Teachers' Society and The Manitoba Association of School Trustees.

Teachers and administrators can support CPF and encourage its effectiveness by:

- encouraging parents to become members;
- taking out an associate membership on behalf of the school;
- coordinating school efforts with those of the CPF Chapter;
- supporting and encouraging CPF initiatives such as Le Concours d'art oratoire;

- sharing information with CPF about school and divisional programs and activities, successes and challenges, ideas and resources; and
- informing CPF when contemplating program expansion.

For more information

To contact the Manitoba Branch, email cpfmb@cpfmb.com or go to the Web site <http://www.cpfmb.com>

Canadian Parents for French Manitoba
 199 Provencher Boulevard
 2nd Floor
 Winnipeg, Manitoba R2H 0G4
 Telephone: 204-222-6537 or toll free: 1-877-737-7036
 Fax: 204-222-8180

**Association canadienne des professeurs d’immersion/
 Canadian Association of Immersion Teachers (ACPI-CAIT)**
<http://www.acpi-cait.ca/>

Background

Founded in 1976, the Canadian Association of Immersion Teachers (CAIT) was established to promote and improve French immersion programs in Canada.

Since its creation, CAIT has initiated numerous activities with the aim of enhancing immersion teaching:

- Annual national conferences for teachers and administrators, held mid-fall *Le Congrès annuel de l’ACPI*;
- *Le Journal de l’immersion Journal* published quarterly;
- Professional development one-day activities for immersion teachers called *ACPI-ici*;
- Professional development videos such as *De ses propres ailes*;
- Certificate of Excellence awards;
- Creation of a consortium of Canadian universities offering French immersion teacher training programs, which meets regularly to assist CAIT in initiating and carrying out a variety of projects; and
- Promotion of dialogue and partnerships with both national and provincial associations working in the area of French Second Language learning and provincial departments of education, as well as with federal initiatives.

Mission

The Canadian Association of Immersion Teachers is a professional, non-profit association, which supports immersion teachers through reflection, research, dialogue and intervention. CAIT also strives to promote immersion and to contribute to the development of immersion pedagogy in Canada through four strands:

- **professional development:** *promoting continuous professional development in the area of French immersion*
- **communication:** *communicating the interests of immersion programs to interested stakeholders and the community and keeping immersion teachers well informed*
- **research:** *providing a forum for the exchange of ideas on immersion programs and teaching methods and encouraging continuous research to inform programming and foster improved methods of immersion pedagogy*
- **intervention:** *ensuring that the needs and interest of immersion teachers are met*

Organizational Structure and Membership

CAIT is governed by a volunteer board of directors. Through individual membership in CAIT, administrators and teachers receive *Le Journal de l'immersion Journal* containing informative articles and references to research.

CAIT and the School Administrator

CAIT is an important source of professional development and resources for French immersion teachers. Administrators can take a school membership and encourage teachers to:

- become members of CAIT;
- contribute articles to *Le Journal de l'immersion Journal*;
- participate in the delivery of professional development;
- review CAIT's calendar of conferences, colloquiums and *ACPI-ici*; and
- take full advantage of the many opportunities and resources CAIT offers when planning professional development plans.

CAIT provides an updated repertory of French Second Language teaching resources (in collaboration with the Commission de l'Amérique du Nord) as well as a guide to French immersion especially for teachers and administrators new to the French Immersion Program.

For more information

ACPI/CAIT
301-176 Gloucester Street
Ottawa, Ontario K2P 0A6
Telephone: 613-230-9111
Fax: 613-230-5940
e-mail: bureau@acpi-cait.ca

The Canadian Association of Second Language Teachers (CASLT)

<http://www.caslt.org/>

Mission

The Canadian Association of Second Language Teachers promotes the advancement of second language teaching throughout Canada by creating opportunities for professional development, by encouraging research and by facilitating the sharing of information and the exchange of ideas among second language educators.

For more information

CASLT Communications Officer (bilingual)
CASLT Head Office, Ottawa, Ontario
Telephone: 613-727-3832 ext. 219 (office in Ottawa)
Cellular phone: 613-769-1527
e-mail: educ@caslt.org

Examples of Agencies Which Indirectly Support Education



Government Agencies

Canadian Heritage

<http://www.pch.gc.ca/>

Canadian Heritage is responsible for national policies and programs that promote Canadian content, foster cultural participation, active citizenship and participation in Canada's civic life, and strengthen connections among Canadians.

Mission

Towards a More Cohesive and Creative Canada.

The Canadian Heritage Portfolio, which includes the Department of Canadian Heritage and our major national cultural institutions, plays a vital role in the cultural and civic life of Canadians. This organization works to promote culture, arts, heritage, official languages, citizenship and participation, multiculturalism, Aboriginal, youth and sport initiatives.

For more information

Canadian Heritage
2nd Floor, 275 Portage Avenue
P.O. Box 2160
Winnipeg, Manitoba R3C 3R5
Telephone: 204-983-3601
Fax: 204-984-6996

Office of the Commissioner of Official Languages

<http://www.ocol-clo.gc.ca/>

Mandate

As an agent of change and an ombudsman, the Commissioner of Official Languages has been mandated to take all measures intended to ensure that the three main objectives of the Official Languages Act are met, namely

- *the equality of English and French in Parliament, within the Government of Canada, the federal administration and institutions subject to the Act;*
- *the preservation and development of official language communities in Canada; and*
- *the equality of English and French in Canadian society.*

Structure and Activities

Although based in Ottawa, the Commission also has five regional offices: Moncton, Montreal, Toronto, Winnipeg and Edmonton. There are a Commissioner's Representative, investigators and liaison officers in each region. Representatives are responsible for directing all liaison, public relations and information activities in the region with a view to increasing understanding and support for Canada's linguistic duality. Their work includes presentations and participation in discussion groups about the fundamental value of our two official languages, the official languages communities and French language education in general.

For more information

Commissioner of Official Languages
Manitoba/Saskatchewan Region Office of the Commissioner of Official Languages
Suite 200, Centre-Ville Building
131 Provencher Boulevard
Winnipeg, Manitoba R2H 0G2
Telephone: 204-983-2111 or toll-free: 1-800-665-8731

Local Agencies

Alliance Française du Manitoba

<http://www.afwpg.ca>

Alliance Française is an international non-profit organization founded in Paris in 1884 by intellectuals who wanted to spread the French language and culture around the world.

The Manitoba Chapter

The Alliance Française Web site is an interactive site where cultural information and information about French language courses can be found. You can go online and test your French competencies, in order to determine at what level you should begin your more formal language study with Alliance.

For more information

Alliance Française du Manitoba
934 Corydon Avenue
Winnipeg, Manitoba R3M 0Y5
Telephone: 204-477-1515
e-mail: afwpg@mts.net

Le Centre culturel franco-manitobain (CCFM)

<http://www.ccfm.mb.ca/>

The Centre culturel franco-manitobain (CCFM) is a vital component of Saint-Boniface. Its Heritage Centre includes an art gallery which displays the works of French Canadian artists on a rotating basis, a theatre with seating for 285 people, a large hall with a 560 seating capacity and a smaller hall seating 120 people, a multi-purpose room and several meeting rooms and classrooms.

The objectives of this Crown Corporation are:

to maintain, encourage, support and sponsor, by all available means, all types of French language cultural activities and to make the French-Canadian culture accessible to all residents of the province.

It is used for many cultural events such as a venue for activities during the Festival du Voyageur, the Foyer des écrivains during the Writer's Festival and Canada Day. It is also available for use by the community for community initiated events.

The CCFM hosts educational events such as Le Festival théâtre jeunesse, cultural summer art camps and Santa's Village/Le village du Père Noël for elementary and pre-school children.

For more information:

Centre culturel franco-manitobain
340 Provencher Boulevard
Winnipeg, Manitoba R2H 0G8
Telephone: 204-233-8972

Conseil jeunesse provincial (CJP)

<http://www.conseil-jeunesse.mb.ca/> (Web site in French only)

The Conseil jeunesse provincial (CJP) encourages youth between the ages of 14 and 25 to be proud of their francophonie and to live in French in Manitoba. CJP brings youth together to develop their competencies in a variety of areas including politics, education, culture, economy, sports, health, citizenship, leisure and communications, while representing their interests in each of these domains.

For more information

Conseil jeunesse provincial
300 A-383 Provencher Boulevard
Winnipeg, Manitoba R2H 0G9
Telephone: 204-237-8947

La Liberté

<http://journaux.apf.ca/laliberte/> (Web site in French only)

Founded in 1913 by Bishop Langevin, and taken over by the Oblate Fathers in 1940, the newspaper became the property of Presse Ouest Limitée in 1970 under the direction of the Société franco-manitobaine.

A French newspaper published weekly, this is the only provincial newspaper in the French language. It is a valuable source of information written by and about the French community in Manitoba.

For more information

La Liberté
383 Provencher Boulevard
P.O. Box 190
Winnipeg, Manitoba R2H 3B4
Telephone: 204-237-4823 or toll-free: 1-800-523-3355
Fax: 204-231-1998
e-mail: la-liberte@la-liberte.mb.ca

Pluri-elles

<http://www.pluri-elles.mb.ca/> (Web site in French only)

Pluri-elles is a non-profit organization dedicated to helping women develop the skills necessary to grow both personally and professionally. Pluri-elles offers services in areas such as education, training, the economy, health, and social services. Through French personal and career counseling, computer training, workshops on interview techniques and job searching, support to new immigrants, job counselors help to connect women to employment opportunities.

For more information

Pluri-elles
570 DesMeurons Street
Winnipeg, Manitoba R2H 2P8
Telephone: 204-233-1735
e-mail: plurielles@shaw.ca

La Société franco-manitobaine (SFM)

<http://www.sfm-mb.ca/>

La Société franco-manitobaine (SFM) is the voice of the francophone community in Manitoba. Working with its partners to expand this community and to ensure its rights, the SFM plans and facilitates the ongoing development and promotion of the community. It administers the Réseau communautaire (Community Network) and Le centre d'information 233-ALLÔ, the information centre for francophone services and activities. It maintains an internet community calendar, *Le Calendrier communautaire 233-ALLÔ*, and regularly notifies subscribers of new community activities by internet. You may subscribe to this community calendar service on-line.

La Société franco-manitobaine also maintains and updates a bilingual community guide entitled *Le Manitoba français : une francophonie au cœur de l'Amérique/Manitoba's francophone community: at the heart of America*. This guide provides information regarding the history, economy, education, communications, health, citizenship, arts and culture of particular use to immigrants and educators new to Manitoba.

For more information

Société franco-manitobaine
212-383 Provencher Boulevard
Winnipeg, Manitoba R2H 0G9
Telephone: 204-233-4915 or toll-free: 1-800-665-4443
e-mail: sfm@sfm-mb.ca

Centre d'information 233-ALLÔ

<http://www.sfm-mb.ca/233Allo.htm>

215-383 Provencher Boulevard

Winnipeg, Manitoba R2H 0G9

Telephone: 233-ALLÔ (2556) or toll-free: 1-800-665-4443

e-mail: 233allo@sfm-mb.ca

Réseau communautaire

<http://www.sfm-mb.ca/RC.htm>

P.O. Box 193

200 Notre-Dame Avenue

Notre-Dame-de-Lourdes, Manitoba R0G 1M0

Telephone: 204-248-7270 or toll-free: 1-888-322-2553

e-mail: dbazin@sfm-mb.ca

References

All Web sites integrated in Chapter 12.

APPENDICES

Appendix A

Ministerial Documents

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Note: Please consult the Web site to obtain a copy.

Manitoba Education, Training and Youth, Bureau de l'éducation française Division. (2002). *French immersion in Manitoba*. Winnipeg: Manitoba Education, Training and Youth, Bureau de l'éducation française Division. Access: http://www.edu.gov.mb.ca/k12docs/french_imm/fr_imm_mb.html

Appendix B

Bursaries

Council of Ministers of Education, Canada.

Accent – Part-Time Language Assistant Program.

Access: <http://www.myaccent.ca>

Council of Ministers of Education, Canada.

Odyssey – Full-Time Language Assistant Program.

Access: <http://www.myodyssey.ca>

Council of Ministers of Education, Canada.

Explore – Second Language Summer Program.

Access: <http://www.myexplore.ca>

Federal – Provincial Program for Official Languages in Education.

FIT – French Immersion for Teachers, Official Minority Language Teacher Awards.

Access: http://www.edu.gov.mb.ca/k12/proflearn/teacher_bursary.html

Federal – Provincial Program for Official Languages in Education.

Teacher Bursary – Official Minority Language Teacher Awards.

Access: http://www.edu.gov.mb.ca/k12/proflearn/teacher_bursary.html

Note: For copies of these annual documents, please consult the Web sites.

Appendix C

Canadian Parents for French Manitoba (CPF-MB)

Canadian Parents for French Canada (CPF)

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Access: <http://www.cpf.ca/english/Educators/SAT.pdf>

Note: Please consult the Web site to obtain a copy.

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Current Research Articles

Bournot-Trites, M., & Tallowitz, U. (2002). *Report of current research on the effect of the second language learning on first language literacy skills – Executive summary*. Halifax, Nova Scotia: The Atlantic Provinces Educational Foundation. Access: <http://acpi-cait/pdf/report.pdf>

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Tardif, C. (2006, November). *But can they laugh in French...* Keynote address presented at the conference French Immersion in Manitoba: Strengthening Our Community, Winnipeg, Manitoba.

Théberge, R. (2005, December). *Best practices that support French immersion as we move ahead*. Keynote address presented at the conference French Immersion in Manitoba: Moving Ahead, Winnipeg, Manitoba.

Turnbull, M., Hart, D., & Lapkin, S. (2003). Grade 6 French immersion students' performance on large-scale reading, writing and mathematics tests: Building explanations. *The Alberta Journal of Educational Research*, 49, 6-23.

Appendix E

A Review of the Literature

Archibald, J., Roy, S., Harmel, S., Jesney, K., Dewey, E., Moisik, S., & Lessard, P. (2006). *A review of the literature on second language learning* (2nd ed.). Calgary: Alberta Education Curriculum Branch (Language Research Centre of the University of Calgary). Access: <http://www.acpi-cait.ca/pdf/litreview.pdf>

Appendix F

Additional Documents

APPENDIX A

Ministerial Documents

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